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Understanding the Faculty Experience in Teaching Social Justice

through Service Learning Instruction

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Understanding the Faculty Experience in Teaching Social Justice through Service Learning Instruction

by

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DISSERTATION

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To Jennifer, Clara, Josie

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Understanding the Faculty Experience in Teaching Social Justice through Service Learning Instruction

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This study explored the motivations of college faculty who teach social justice lessons through their service learning courses. In recent decades, universities have begun to respond to calls for a renewal in their civic missions, and educating students on civic responsibility and social justice issues (Boyer, 1994; Boyte & Hollander, 1999; Ehrlich, 2000). Faculty have been shown to be the critical facilitators in brining social justice topics to the curriculum through the use of service learning instruction (Buchanan, 1998; Ward, 2003). Given the emphasis in higher education today on social justice learning outcomes and the importance of the role of faculty, there is surprisingly no previous research on faculty motivation to teach social justice lessons through service learning.

For this study, there were two guiding research questions: (1) what aspects of the faculty's individual backgrounds influence their teaching of social justice topics? (2) What are faculty's perceptions of the impact that service learning has on student learning? The setting of the study was a large research university in the southwest. Data

were collected from 11 faculty through individual interviews and supplemented by course-related artifacts. Data were analyzed using coding procedures suggested by Strauss and Corbin (2008) from a grounded theory qualitative approach.

Results indicated that faculty motivation to use service learning to teach social justice lessons was based on several core themes. These themes included: 1) the faculty's personal background; 2) individual identity and role as faculty; 3) faculty's perceived desired student outcomes; and 4) faculty reflection of observed student outcomes. In addition to the key themes, results showed that faculty did enjoy their teaching approach, an enjoyment that reinforced their motivation to continue to teach. Faculty in lecturer positions indicated that they believed they were adding special student experiences through social justice lessons that were void in other aspects of their education. Faculty with tenure indicated that although they were providing social experiences for students, they also tended to combine their social justice instruction with their research work. A model of faculty motivation for teaching social justice topics was presented. Implications for research and practice are discussed.

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CHAPTER I: INTRODUCTION

This dissertation addresses college instructors' motivation in teaching about social justice issues, and on how these factors influence their approach to instruction when their course content includes social justice related lessons. Over the past several decades, there has been a steady increase in the rhetoric, promotion, and implementation of social justice related instruction in higher education (Boyer, 1990, 1996; Boyte & Hollander, 1999; Campus Compact 2008; Driscoll, 2009; Ehrlich, 2000; Checkoway, 2001; Padilla, 2008), and these efforts have demonstrated success in student learning outcomes (Enfield & Collins, 2008, O'Grady, 2000). University and college faculty seem to bear most of the responsibility for implementing social justice lessons in higher education (Buchanan, 1998; Ward, 2003). Yet, little is understood about the faculty experience of manifesting this movement towards social justice learning into the classroom. This study was meant to contribute to an understanding of this experience.

Background of the Problem

Higher education in the United States has a long history of public service. Most universities were created to fulfill a public service, that of educating young people, and providing a research environment for the benefit of society and the state (Bringle & Hatcher, 1999; Boyer, 1990; Boyer 1994; Ehrlich, 2000). Most institutions of higher education have a mission of public and social service indicated in their mission statements and core values or core purpose (Checkoway, 2001; Driscoll, 2009). Universities have helped the nation develop through contributions in research, writing, leadership, and instruction. Higher education has been viewed as a place from which

community leaders are trained to help society, and much research has been focused on helping solve societal ills (Boyer, 1990; Boyte & Hollander, 1999; Chambers & Ehrlich, 1997; Checkoway, 2001; Ehrlich, 2000; Pasque, Hendricks, & Bowman, 2006).

More recently, there has been a renewed emphasis on the increasing role of higher education in helping solve social problems (Boyer, 1990, 1994, 1996; Checkoway, 2001; Ehrlich, 2000; Gonzalez & Padilla, 2008; National Forum on Higher Education for the Public Good, 2006). Ernest Boyer (1996), former chancellor for the State University of New York, U.S. Commissioner of Education, and President of the Carnegie Foundation on the Advancement of Teaching, made a public call for a shift in higher education to focus back on civic responsibility, stating, "academics have been called upon to serve a larger purpose to participate in the building of a more just society and to make the nation more civil and secure" (p. 19). Boyer's works are often cited as serving the impetus at a time in higher education history when the new emphasis in community engagement and civic responsibility began (Berberet, 2002; Braxton, Luckey, & Helland; 2002; Burkhardt, 2004; Butin, 2006; Checkoway, 2001; Ehrlich, 2000; Gonzalez & Padilla, 2008; Sandmann & Weertz, 2008; Ward 2002).

As an example of this push for community engagement in higher education, in 2005 the Carnegie Foundation created a new elective classification for community engagement in response to the new community focus in higher education. The classification attempts to support structural changes and support systems on campuses to help the improvement, expansion, and assessment of community service works (Driscoll, 2008; Driscoll, 2009). Since its launch in 2006, 208 institutions have received the

classification (Carnegie Foundation for the Advancement of Teaching, 2010). Also in 2006, the Corporation for National and Community Service in partnership with the Office of the President of the United States of America launched the President's Higher Education Community Service Honor Roll. The Honor Roll program was designed to help promote and recognize campus public engagement programs and efforts (Learn and Serve America Honor Roll, 2010). These efforts exemplify the collective support and encouragement for community works in higher education.

In 1998, the Campus Compact, an 1100 member coalition of higher education institutions with a mission of promoting community engagement, held the first Wingspread conference involving over 100 university presidents, deans, chancellors, and other leaders. The goals of this and subsequent conferences were to find ways to promote and increase community engagement work in higher education. The conferences were sponsored by the Association of American Universities, American Association for Higher Education, American Council on Education, Association of American Colleges and Universities, New England Resource Center for Higher Education, University of Pennsylvania Center for University Partnerships, and the Johnson Foundation, with support from the W.K. Kellogg Foundation (Campus Compact, 2010). The conference leaders formulated the Wingspread Declaration aimed to call for a renewed focus on community engagement and civic education in higher education (Boyte & Hollander, 1999; Pasque, Hendricks, & Bowman, 2006). Resulting from these conferences and subsequent articles was the creation of a new forum on community engagement called The National Forum on Higher Education for the Public Good, a program that helps

connect top scholars and administrators in higher education to promote policy and institutional support for community engagement, including an emphasis on the creation of campus services for promoting community engagement (Pasque, Hendricks, & Bowman, 2006). Pasque (2006) summarized the call for improved relationships between campus and community,

> These scholars and administrators believe that higher education's primary role is to educate students to participate in a diverse society and, in turn, students will contribute to society. Further, principles of democratic education and exemplary pedagogy simultaneously help educators develop students for effective civic participation in a pluralistic society. (p.14).

There are many factors that have led to this call for renewing higher education's commitment to community engagement, including reactions to a drop in public funding for higher education, a growing perception that institutions of higher education only benefit those who are able to attend and work at the institution, and an isolation of faculty work for national recognition rather than work for the local community's benefit (Ward, 2002). These issues will be covered in more detail in the literature review, but it is important here to mention causes for this call for community engagement, as it helps in demonstrating how colleges and universities have attempted to respond to these calls through the various ways in which community engagement work is manifested in the daily work of the institution. It can be argued that the research component of higher education has always had a strong sense of community benefit. Research in the natural sciences, engineering, business, communication, and other areas helped develop modern

life advances, boost the economy, create advances in health, among other public goods. The liberal arts, education, social work, and related areas help community with the education of teachers, counselors, and researchers to work to better lives (Ward, 2002). The institutions themselves have provided communities with an economic base for employment, base for the arts, and other community benefits. It may be near impossible to quantify fully the community advantages of institutions for communities, states, and nations. Higher education is in itself a benefit to most communities in which the campuses are set (Rex, 2006; Ward, 2002).

The calls for a renewal to community engagement are more focused on social issues and student learning of community social issues, a call for renewed focus on educating for civic responsibility, social understanding, and to charge students and researchers to focus on solving social problems (Boyer, 1994; Boyte & Hollander, 1999; Chambers & Burkhardt, 2004; Colby, Ehrlich, Beaumount, & Stephens, 2003; Ehrlich, 2000). The call charges universities to move to an educational model that directly engages local communities, promoting, as Bond and Paterson (2005) stated "coming down from the ivory tower" in building mutually beneficial partnerships with local communities, having students engage community issues through their academic learning, and initiating in collective community-based research. Others have been more specific in describing how these outcomes actually take place within the fabric of the institution through direct teaching and learning outcomes for students in moral and civic development, understanding diversity and multiculturalism, and a focus on social justice issues such as racism, poverty, privilege, sexism, socioeconomic disparity, ageism, and

other forms of discrimination (Boss, 1994; Driscoll, 2009; Colby, et. al., 2003; Einfeld & Collins, 2008; Eyler & Giles, 1999; Gurin, Nagda, & Lopez, 2004; Hurtando, 2007; Koulish, 2000; Langseth, 2000; Martin & Wheeler, 2000; Mayhew & Grunwald, 2006; O'Grady, 2000; Pasque, Hendricks, & Bowman, 2006; Rex 2006; Richard, 2001; Weis, Nozaki, Granfield, & Olsen, 2007).

In response to the call for engaged institutions, many campuses have placed a strategic emphasis on civic and social justice learning (Boyer, 1990; Boyer, 1996; National Forum on Higher Education for the Public Good, 2006; Pasque, et. al. 2006). The topics have become part of strategic planning documents, increased funding support, and in the creation of high level administrative units aimed at increasing diversity and social justice learning (Cuban & Anderson, 2007; Driscoll, 2009). Some campus communities have even moved to attempts to institutionalize this learning (Butin, 2006; Cuban & Anderson, 2007; Ward, 1996). Institutionalization of social justice, diversity, and civic learning outcomes tend to be primarily focused on faculty introducing these concepts in the classroom. Faculty become the center point of this integration. Policies and institutional emphases tend to focus on faculty in all disciplines and all levels being encouraged to include social justice concepts and public engagement opportunities in their courses (Sandmann & Weerts, 2008). This institutionalization and integration is not commonly done through required courses on social justice topics or by encouraging faculty to create courses on social justice topics, but rather the movement has been to encourage faculty to integrate social justice concepts into all courses, even when social justice topics do not seem to represent a core concept of a course (Bloomgarden &

O'Meara, 2007; Cuban & Anderson, 2007). Faculty are called upon to be the frontline for integration of topics, and responsible for ensuring students have the right experiences for obtaining social justice related learning outcomes, even when social justice education is not part of their expertise or content area background (Buchanan, 1998; Ward, 2003).

One of the most common methods faculty have used to integrate social justice topics and community engagement in the classroom has been through the use of service learning pedagogy (Mayhew & Fernandez, 2007). Service learning is a teaching methodology during which students engage in an element of participatory experience in the community, often performing some level of community service, where the participatory experience is related to the learning outcomes of the course (Eyler, Giles, Stenson, & Gray, 2001). Through service learning, students are actively engaged in an experience in the community related to course content. Student assignments often require some aspect of a synthesis of the experience to course content, while also reflecting on the social issues confronted through the service experience. Students experience this synthesis commonly through classroom discussions about their experiences, group projects, group discussions, self-reflective journals, papers, or other similar assignments (Eyler & Giles, 1999). Looking at the use of service learning is key to understanding how social justice related topics are integrated into the curriculum mainly because it is the most common method of integration, and because the pedagogy has clear and distinct characteristics that make it unique among instructional techniques. Service learning also has had the most robust amount of research on student learning of any method used to teach social justice related topics.

There have been many studies on the effect of service learning on college students. Most indicate some success in students' learning about social issues (Astin, Vogelgesang, Ikeda, Yee, 2000; Astin & Vogelgesang, 2000; Bond & Paterson, 2005; Boss, 1994; Boyle-Baise & Kilbane, 2000; Boyle-Baise & Langford, 2004; Bringle, Phillips, Hudson, 2004; Einfeld & Collins, 2008; Eyler & Giles, 1999; Eyler, et. al., 2001; Markus, Howard, & King, 1993; Mayhew & Fernandez, 2007; Mayhew & King, 2008; Moley, McFarland, Miron, Mercer, & Illustre, 2002; Vogelgesang & Astin, 2000). Yet, there are several studies that show that the use of service learning does not always end with positive social learning outcomes even when the curriculum was reported as implemented well (Baise & Langford, 2004; Boyle-Baise & Kilbane, 2000; Simons & Cleary, 2005; Sperling, Wang, Kelly, & Hritsuk, 2003). In some cases, the outcomes are considered negative, with students reported to have learned the opposite on a social topic of what the faculty member intended (Sperling, Wang, Kelly, & Hritsuk, 2003). The reasons for these mixed outcomes are not clear.

Some studies have examined service learning pedagogy in more detail in an attempt to identify the parts of the instructional design that make the most impact on student learning. Researchers in the field of academic service learning have claimed that it is during the reflection component of an academic service learning course that allows critical learning to take place (Eyler & Giles, 1999; Jacoby, 1996; Mayhew & Fernandez, 2007; Mitchell, 2008; Rogers, 2001; Rosenberger, 2000). It is the reflective experience and the instructional design of the reflection on which most investigations of academic service learning outcomes are focused (Astin et al., 2000; Eyler & Giles, 1999; Mayhew

& Fernandez, 2007), and it is the faculty's involvement in this reflection that has been shown to be the single most important contributor to successful student social justice learning outcomes (Astin et al., 2000; Astin & Vogelgesang, 2000).

With so much research, writings, and administrative and public support, one could imagine that support for faculty who teach service learning would be strong, and it is. Most universities today have centers or staff dedicated to supporting the use of service learning and supporting faculty (Campus Compact, 2008). There have been several articles written about how faculty should integrate social justice learning through the use of service learning (O'Grady, 2000; Pasque, 2006; Smolen, Colville-Hall, Liang, Mac Donald, 2006; Zlotkowski, 1998). Yet, several authors have suggested that the institutional support for faculty (Butin, 2006; Ward, 2002) and the techniques and approaches used by faculty to integrate service learning in their courses (Bloomgarden & O'Meara, 2007; Buchanan, 1998; Bulot & Johnson, 2006; Sandmann, Kiely, & Grenier, 2009) result in faculty frustration or misuse of key instructional strategies.

Statement of the Problem

Higher education has experienced a calling to a return to a community engagement focus. This community engagement focus has led to institutions attempting to integrate social justice-related lessons across the curriculum by enjoining faculty to integrate these lessons in their courses. In response, faculty have most often used a service learning pedagogy as a method for introducing social justice related learning outcomes to their courses. The faculty have been shown to be the most critical element in whether students learn the intended outcomes. Research on the effectiveness of

students learning the desired outcomes are mixed, yet the movement to promote this type of learning continues. A very limited number of studies have been conducted to examine characteristics of faculty characteristics in choosing to teach social justice lessons through service learning. Given the emphasis in higher education today on social justice learning outcomes taught through service learning pedagogy, there is surprisingly little understanding of the key individuals, the faculty, who are charged with carrying this movement out. No previous research has looked at what it is like to be a faculty member who teaches social justice lessons through service learning. There exists no information about why faculty are motivated to teach service learning, how they prepare, how they respond to the overall movement of community engagement, their self-efficacy in being able to teach successfully through service learning, how they handle discussions around sensitive social justice topics, what it is like to be successful or fail at this teaching, or what proper supports are needed to ensure success. In short, there are not studies today that provide an understanding of the phenomenon of teaching social justice lessons through service learning, even through there is a growing push to increase this type of teaching throughout higher education.

Purpose of the Study

The purpose of this dissertation was to explore the phenomenon of being an instructor who is teaching social justice related topics through service learning pedagogy in higher education. Through this study, I hoped to provide a clear understanding of the faculty experience, include motivations, elements of self-efficacy, perceptions of

teaching, feelings of support, the emotions behind teaching social justice topics, and ability to handle discussions on sensitive topics.

Research Questions

There were two research questions guiding this study. The first research question was, what are the faculty's perceptions, motivations, and experiences associated with the teaching of social justice topics? This included gaining an understanding of motivations, self-efficacy, identity as an instructor of social justice learning outcomes, and overall passion for this instruction. The second research question was, what are faculty's views of the impact that service learning has on student learning? This included gaining an understanding from faculty member perspectives on how their efforts and background lead to student learning, how they believe students are learning, and how they change their approaches to increase student learning.

Importance of the Study

This dissertation was intended to provide a baseline conceptualization the experience of faculty who teach social justice related topics through service learning. It was my hope that understanding this phenomenon better would assist administrators, policy makers, support offices, and faculty themselves in what approaches should be taken best to prepare for quality social justice topic related instruction. This study was meant to provide insight into how faculty experience the teaching of social justice topics, and to contribute to the literature and previous research in hopes of finding key categories that lead to improved support and improved teaching.

Scope of the Study

This study was a phenomenological study, guided by a goal to understand a human experience that was set in a time and place in instructional history of a changing higher education environment. The experiences focused on in this study are admittedly particular to the individuals who participated, and some concepts will remain tied to this particular time in the push for community engagement in higher education. Because there was a lack of similar studies on similar phenomenon, the best fit for these conditions seemed to be a qualitative grounded theory approach. Grounded theory is appropriate for gaining an understanding of an unexamined phenomenon that is captured in a time and place in a changing environment around the topic (Corbin & Strauss, 2008). This study focused on faculty experiences at a large-public research university, The University of Texas at Austin. The institution was well suited for this experiment as the university was considered a middle to top tier public research institution according to the University's website (University of Texas at Austin, 2011), and its administration had made public calls for increasing service learning instruction and placed an emphasis on social justice education (Powers, 2007). Faculty roles at the institution seemed in line, both historically and currently, with the various movements and eras in higher education (Ward, 2003). The conditions of this institution made it a favorable place in which to conduct this investigation, and results from the study could be immediately useful in assisting the institution in supporting faculty to meet their service learning and social justice educational goals.

Summary of Chapters

This dissertation is organized in five chapters. This chapter presents an introduction, background, rationale for the study, statement of the problem, and the research questions. Chapter Two provides a review of literature to provide an understanding of the concepts, theories, and results of previous research that inform the proposed study. Chapter Three focuses on the methodological approach, the procedures, including an explanation of sample, process, and intake description, and then the system for analyzing data. Chapter Four presents the findings of the analysis of the interviews, artifact review, and related memoing. Finally, Chapter Five explores discussion points, evolving theory around faculty motivation in teaching social justice through service learning instruction, integration with literature, and opportunities for future research.

CHAPTER II: LITERATURE REVIEW

This literature review provided background on the existing literature on the various theoretical and historical concepts that help support and explain the phenomenon. Given the context of the phenomenon, literature on history and circumstances that could impact an understanding of the phenomenon will be reviewed, as well as literature and research that help provide context for the various concepts that have been identified as having an impact on the this type of teaching experience. These concepts include a history of faculty community engagement in higher education, and a review of literature on social justice education, service learning, faculty development, as well as faculty motivation, rewards, and appropriate instructional techniques.

The Faculty Experience in Relation to Community Engagement

Past

The role of the faculty member in American higher education has changed dramatically since the founding of the first colleges and universities, especially related to community engagement roles (Ward, 2003). Instructors in higher education throughout history have been viewed as civic leaders, and referred to for objective leadership and as bearers of knowledge regarding community issues and concerns (Boyer, 1990). Yet, this civic role has changed and evolved through history as has the role and perception of higher education. Cohen (1998) depicted the history of higher education in America in five eras: the colonial college (1636-1770), the denominational college (1770-1860), the research university (1860-1975), mass education (1945-1975), and the contemporary era (1975-present).

During the colonial college era (1636-1770), Cohen (1998) described higher education as a system for teaching, particularly white men, to assume roles in church leadership and as clergy. Students were taught to become public servants through the church, and subsequently, community leaders. Faculty positions were commonly part-time positions held by priests, clergy, or community leaders. Course content focused on biblical works and training for clergy positions, with some math, classical readings, and philosophy mixed in. The faculty experience was one of duty to the college and the community, where faculty would spend full days working and living with students (Cohen, 1998; Ward, 2003). Community engagement was seen as preparing leaders of the church, but also for helping Native Americans. The missions of Harvard, William and Mary, and Dartmouth had a community outreach focus aimed at teaching and "civilizing" Native Americans (Ward, 2003). During this time, the concept of a full-time professorship began to evolve with faculty or tutors starting to work and live with students fulltime. This was limited mainly to clergy, with trades experts were called in to do lectures on specific topics (Cohen, 1998). Faculty work was seen as a philanthropic duty or service to community in helping shape young leaders as opposed to as a profession.

Over time, more and more religious denominations began to create their own institutions for the purpose of educating their clergy. As the number of institutions grew, many communities began to see the colleges as an economical benefit. Through the denominational college era (1770-1860), communities invested in the development of colleges, thus expanding the involvement of the campus and community (Cohen, 1998).

The colleges drew in scholars and students from surrounding areas. Colleges began to teach students for local professional roles in addition to clergy and church leadership (Potts, 1977). As communities sprang up across the west, more and more denominational colleges were founded, providing a local and affordable way for people to attend higher education. Because of the community connection, the college curriculum and attraction of faculty were in line with community needs in industry, politics, as well as religion (Potts, 1977). Faculty roles evolved as well, as more and more instructors became full-time employees and became more specialized in their expertise, often tied to the economy and demands of the local communities (Cohen, 1998). Community engagement roles of faculty became part of their teaching roles, given the connection of expertise and college teaching and enrollment connected to local needs and growth. Faculty became more engaged in local issues, industry, and leadership (Ward, 2003).

As specialization of faculty work increased, networks of like-minded faculty began to grow. This growth of associations took place at the same time as the increased influence of the German model of higher education that had a focus on objective science, math, and research (Cohen, 1998). The research university era (1860-1945) witnessed a change in the faculty role as a profession within disciplines and education for specific professions. This was enhanced by the passage of the Morrill Act in 1862 that established land-grant public universities focused on research and training of professionals in agricultural and mechanical arts. The act further expanded higher education, and expansion of public institutions followed. The Morrill Act placed the responsibility for public higher education on states through providing each state with land

upon which each state was to create its own institutions with the purpose of supporting state needs (Cohen, 1998). This public investment in higher education on the state level expanded the public's view of the community responsibilities of colleges and universities (Ward, 2003). The second Morrill Act of 1890 furthered the social justice debate through its requirement that states admit African Americans or provide specific colleges for them, resulting in some of the first public higher education funding specifically for African Americans (Cohen, 1998). Some of the earliest scholarly works on social justice began at this time as scholars debated the topics of segregation and separation, depending on how various states enacted the second Morrill Act of 1890 (Ward, 2003). Boyer (1990) credits the Morrill Act and the Hatch Act of 1887 for shifting public and research institutions into the responsibility realm of promoting democratic values to the population, especially in rural areas. States recruited faculty to bring new science and discoveries in agriculture, mechanical arts, and liberal arts to the population of the state. The Wisconsin idea, a development out of the founding of the University of Wisconsin, is often mentioned as an example of the new type of university with public responsibility. The Wisconsin Idea concept required faculty to travel throughout the state in holding seminars and classes for Wisconsin farmers demonstrating new technologies and practices developed at the university (Ward, 2003).

Faculty roles in the research university became more professionalized during the research era. Faculty associations on specific science, liberal arts, and professional topics began to emerge. Faculty recruitment, merit, and promotion became increasingly based on research results and less on teaching and instruction of students. Emphasis was placed

on field impact and advancement rather that on local issues (Cohen, 1998; Ward, 2003). As the focus on research grew, the community engagement aspects of higher education began to shift from local to national issues (Boyer, 1990).

Movements that would later be important to social justice teaching took place during the research era, with the development of tenure. As departments and disciplines matured, faculty organized the American Association of University Professors (AAUP) in 1915 to help protect and advance faculty rights, particularly in academic and research freedom (Geiger, 1999). The AAUP began to push for tenure to protect faculty, especially for faculty who wrote on social and social issues that may have been politically unpopular, including works on racism, sexism, and other social justice related issues (Geiger, 1999). Through the 1920's to the 1940's, faculty service to the community continued to shift from local and clergy service to service in partnerships with state and national government. With tenure practices becoming more common, faculty were able to challenge socially held and political beliefs, helping produce research and scholarly works that helped promote social changes.

Some community engagement work was connected to the missions of the growing public schools, as well as government collaborations during the great world wars and the depression (Boyer, 1990). Ward (2003) stated that during this era, some discipline areas began to take a more active research role in dealing directly with social problems, for example as in the development of sociology and the field of social work at the University of Chicago. Ward (2003) mentioned the work of Jane Addams and the founding of Hull House, a program associated with the University of Chicago in helping poor and

homeless in the neighborhoods of south Chicago from 1889 to 1993, which was noted as one of the first research and academic based programs run by faculty to work directly on social issues. Hull House introduced a new approach to research that involved community members and credited diverse views of the community as essential in dealing with social problems. At Jane Addams's Hull House, community members who were offered services were able to take on roles as instructors for other members of the community involved in the center, demonstrating how reciprocal relationships between researchers and community members resulted in quality research and learning (Boyte, 2004; Longo, 2005; Ward, 2003).

By the end of the research era, Ward (2003) stated that the role of faculty as instructors, researchers, advisors, and conductors of institutional and public service became the norm. These responsibilities or characteristics of faculty work have remained consistent to today, and are often the main categories found in most institutional terms for faculty tenure and promotion (Neumann & Terosky, 2007).

Cohen (1998) called the next era *mass education era* (1945-1975), or golden age of higher education. Higher education experienced expansion during this era thanks to a growing population, the GI Bill following World War II, passage of Civil Rights laws and the subsequent integration, and a new mission for higher education to focus on the masses rather than the elite (Ward, 2003). Boyer (1990) stated that during this era universities became an important part of common national goals. Through expanded research and teaching, universities became vital in educating and preparing a new

national workforce, and in conducting research that was focused on improving commerce, security, and general welfare.

The Servicemen's Readjustment Act of 1944 (the GI Bill) greatly impacted who attended the nation's universities. Veterans returning from World War II were now provided funds for higher education. These veterans were older, more experienced, and diverse in their backgrounds. Their presence on campuses introduced new student support services, and changed the view that higher education was for an elite class (Cohen, 1998; Schuster & Frinkelstein, 2006). A Congressional Budget Office report (1978) stated that the GI Bill had two major and profound impacts on higher education. First, the bill had an impact on growing a public and government perspective that higher education should be available to all citizens regardless of age, background, race, or social economic status. Second, the GI Bill was responsible for a shift in major government funding for higher education. The GI Bill increased the social mission of higher education, especially in public institutions, and public education began to be viewed as a public good, meant for the benefit of all citizens (Cohen, 1998; Ford & Miller, 1995). The GI Bill has also been referenced in helping with the passage of the Civil Rights Act 1964, which helped open the doors of higher education to minorities, especially African Americans (Ford & Miller, 1995; Ward, 2003). Through provisions of the Civil Rights Act, especially through Title IX, the government became more involved in funding universities and using funding restrictions to help promote integration and expansion of access to higher education (Cohen, 1998). During the time of de-segregation in higher education, many education leaders and scholars were active in the efforts for both

keeping segregation and stopping it. This involvement showed an increase in academic and faculty involvement in public issues, as well as an increase in government collaborations with scholars for the public good (Boyer, 1990; Stanton, Giles, & Cruz, 1999).

During the research era, there was considerable growth in the need for faculty in new disciplines and research needs. During this time, the ranks of faculty began to diversify starting with an increase of women in the academy followed by minorities. Also, the role of the faculty began to expand to include an increasing emphasis on teaching, research, and service to the institution, public, and professional associations (Cohen, 1998). Through this expansion in numbers and roles, Ward (2003) noted an increase in faculty hierarchies, focus on publications, and a separation of research and instruction. Boyer (1990) observed that during this time of expansion in higher education the professorate field became more restrictive. Faculty research and the ranking in one's field of research became more important than teaching and service. Government funds were often attached to research projects as opposed to service or student guidance. Similarly, institutions began to promote faculty primarily on the merits of their research over community engagement. There was a great increase of student services being developed during this era in helping students and taking care of service related works on behalf of the faculty, namely through student affairs programs. Public service by faculty was becoming restricted to involvement in social justice related research projects, and not through instruction (Ward, 2003). As a result, public opinion of faculty began to decline, as faculty were seen as individuals interested in their own work for their own gain, and

not as a public benefit. Universities too were starting to lose public support with more scrutiny of the public good of higher education, rather viewed as a place where one attends to help their own personal benefit (Cohen, 1998; Ward, 2003).

Modern

Cohen's (1998) last era of the history of higher education is the contemporary era (1975-present). During this period, the drop in public support for higher education became reflected in a steady decrease in public financing of higher education. As a result, tuition rose and public opinion of higher education became linked to vocational and job preparation. This gave rise to different types of institutions from community colleges and vocational schools to private for-profit institutions and online programs. These changes have further diluted the perception of the faculty role in public service (Ward, 2003). As students started to see higher education mainly as a way of preparing for specific professions, faculty began to see their roles as a mix of responsibilities from previous eras. Faculty today are often trained as researchers in their discipline and thus hired for their expertise in their content and research areas. Faculty serve the interests of the institution through making a name in a field, bringing in grant and research dollars, serving as role models and educators for the students, and serving the institution through committee and other service work. Students and communities have growing expectations of faculty to be involved teachers of their students, helping the students prepare for life as well as profession (Cohen & Kisker, 2010; Ward, 2003).

During this modern era, several scholars have indicated a decline of civic participation in the general public in the areas of public service (Boyer, 1994), civic

engagement with social problems (Putnam, 1995; Putnam, 2000), and democratic participation (Print & Coleman, 2003). Colby, Ehrlich, Beaumount, and Stephens (2003) and others have pointed out that higher education should help rebuild a public sense of service and civic responsibility (Boyer, 1990; Boyer, 1994; Boyte, 2003; Boyte, 2004; Boyte & Hollander, 1999; Chambers & Burkhardt, 2004; Checkoway, 2001; Ehrlich, 2000; O'Grady, 2000; Pasque, et. al., 2006). Boyer (1994) called for a renewed focus of higher education on community engagement. He created a template for an engaged campus where community engagement would become part of the faculty, student, and community experience. He called on administrators and faculty to rethink the division between research and instruction, and pushed for the formulation of engaged scholarship that links community-based research to student learning.

As previously mentioned in the first chapter, Boyer is often cited as having begun this renewal in higher education toward community engagement. However, there had been several movements started before and contemporary with Boyer's works. The Campus Compact was founded in 1985 by the presidents of Brown, Georgetown, and Stanford, and the president of the Education Commission of the States with a mission to support community engagement efforts in higher education. The compact currently has over 1100 member institutions who make financial and strategic planning commitments to promote community engagement work (Campus Compact, 2008). Campus Compact leaders held a conference in 1998 with education and political leaders to draft a declaration calling for a renewed focus on community and public service in higher education. The resulting document is the *Wingspread Declaration* that called for faculty

and institutions to connect research and teaching to create civic responsible education experiences for students, and to involved local communities in reciprocal partnerships in helping solve local issues (Boyte & Hollander, 1999). Resulting from the *Wingspread Declaration* was the creation of the Forum for Higher Education for the Public Good, an organization that produces research and projects that promote the public service of higher education (Pasque, et. al., 2006). In 2004, the Carnegie Foundation for the Advancement of Teaching introduced a new elective classification for higher education institutions assessing community engagement works (Driscoll, 2008). This effort has been shown to create collective dialogues on campuses with their communities to assess how each campus is engaging in community and public service both in research, teaching, and student involvement. Over 500 colleges and universities have applied and received the classification for community engagement (Driscoll, 2009).

These movements and organizations have led to more focus on community engagement in higher education in the 2000's. Universities are still faced with lowering public support and cuts in public spending for higher education. There is evidence however, that higher education has seen renewed effort in community engagement promotion. Ward (2003) stated that faculty positions are critical elements of this shift towards public service. In order to better understand how the history of community engagement in higher education and shifting renewal to community engagement today influenced this study, a better understanding of the context of the faculty position in modern higher education is proposed. In the following section, literature on the current

context of the faculty position will be explored, with specific attention paid to faculty positions at research universities.

Ward (2003) described the current generation of faculty as a diverse group with the highest numbers of women, minorities, and international faculty ever. Pressures on the faculty to produce research, serve in various administrative roles, be excellent instructors, bring in grant and research funds, and now provide a public good has never been higher. Schuster and Frinkelstein (2006) pointed out that position appointments changed as well, showing that over 50% of full-time faculty are now in non-tenured positions, meaning their appointments are subject to annual renewals. This places an additional pressure on the positions as annual performance evaluations now determine position appointment as well as merit pay and promotion. They also pointed out that faculty have shifted from seeing the professorship as a life-long career choice. Instead, trends show a shift from life-long academic work to faculty seeing positions as only a part of their professional careers, either entering the professorship after time as a practicing professional in the field, or by leaving the academy for other opportunities even after achieving tenure. Fairweather (2005) conducted a study on faculty pay in connection to performance, and found that institutions were now much more likely to place restrictions on the type of research desired before posting for faculty positions, thus focusing faculty hires, promotion, and pay on research for the specific job description over teaching or other campus service requirements. This narrow focus for hiring practices and promotion has helped change the focus of faculty work as well as who joins the academy. In an earlier work, Fairweather and Beach (2003) reviewed national trends

within faculty at research institutions, and showed that faculty in background, professional goals, and ethnicity had become much more diverse in the "soft" sciences, whereas the hard sciences had seen less of a shift from the more traditional role of faculty. They also showed that faculty are more likely to be promoted for research accomplishments over other position requirements such as teaching and service. Yet, faculty reported an increase in institution leaders promoting the teaching and service that was not being reflected in pay or promotion.

In general, the faculty profession has been changing over the past few decades, and today faculty are charged with a variety of responsibilities. Faculty endure pressures from a variety of sources including institutional and department demands, research requirements for advancement, keeping connected and excelling within discipline associations and networks, providing students with excellent teaching experience, and social responsibilities. Although there are more faculty today than ever before, the promotion and tenure systems have also changed, placing additional demands on faculty (Cohen, 1998; Fairweather et al., 2002; Ward, 2003). Schuster and Frinkelstein (2006) summarized the changes in the professorate in three specific dimensions, academic appointment, academic work, and academic careers. In academic appointment, as stated earlier, over half of the faculty work in non-tenure track positions, and tend to be hired based on a specific instructional or research goal. Yet, faculty positions, regardless of hiring criteria, are often still evaluated based on a full slate of position responsibilities with most emphasis on research. In academic work, faculty have become specialized within their research or program tasks, having as Schuster and Frinkelstein (2006) stated

a negative impact on the institution with fewer faculty who can handle the various faculty duties of service and teaching outside their specific areas. The last dimension, academic careers, shows that because more and more faculty are hired in non-tenure track positions and/or for specific narrow specializations, faculty often see the professorship career as only part of their overall professional goals. Career faculty's goals have declined among those who are in the professorate. This is stated to have a possible future negative effect in how faculty can be contributors to community engagement, as lack of tenure and narrow focus of the faculty career will lead to a decline of faculty willing to challenge social problems or social norms that cause social problems (Ward, 2003).

Engaged Scholarship

Boyer (1990; 1994) called for a renewal to engaged scholarship, meaning a return to an identity of higher education as a means to helping solve social problems. This was echoed by Ehrlich (1997; 2000) also calling for a reconnection of higher education to helping support and teach civic responsibility and engage in community scholarship. Boyer's (1996) work, *The Scholarship of Engagement*, called for a strategic collaboration for faculty work in combining discovery (research), integration (connecting research with scholarship), teaching, and application (finding real world applications for research results). Boyer provided a big picture overview of how higher education, and in particular research institutions, should readjust the faculty positions to be rewarded and promoted through their application of this combination of engaged scholarship. His basic concept was to reconnect faculty work so that their research and teaching would be connected to solving social issues. Boyer's writings (1990, 1994, 1996) seemed to have

had an impact among higher education leaders, sparking many research studies, policy changes, and editorial works promoting the concept of engaged scholarship (Boyte, 2003; Boyte, 2004; Boyte & Hollander, 1999; Bringle & Hatcher, 2000; Bulot & Johnson, 2006; Carnegie Foundation for the Advancement of Teaching, 2010; Chambers & Burkhardt, 2004; Checkoway, 2001; Colby et. al., 2003; Driscoll, 2008; Ehrlich, 2000; National Forum for the Public Good, 2006; O'Grady, 2000; Pasque, et al., 2006; Rex, 2006; Ward, 2003).

Boyer's (1996) Engaged Scholarship concept calls for universities to teach students about community issues and to reflect on their civic responsibility. Reflecting on community issues typically includes discussions about social justice issues and discussions on how to solve them (O'Grady, 2000; Pasque, et al., 2006). Social justice issues include the topics of racism, ageism, sexism, oppression, issues with socioeconomic issues, and other social problems (Adams, 2007). In this study, I will inquire about how faculty experience teaching these topics. Above I discussed the literature to provide a sense of context for the modern faculty member who teaches community engagement. Next, I will provide a review of the literature on social justice education, and how it is taught in higher education.

Social Justice Education

Adams (2007) defined social justice education as a "conceptual framework for analyzing multiple forms of oppression and a set of interactive, experiential pedagogical principles to help learning understand the meaning of social difference and oppression both in the social system and in their personal lives" (p. 2). In this section, I will review

the literature on instructional approaches to social justice in higher education, faculty support or development in teaching social justice topics, and measuring student learning.

*Social Justice Instruction***.**

Social justice education is a process in which students gain awareness of diversity, oppression, the history of oppression, and personal and group privilege. In addition to cognitive understanding of these issues, a second result of social justice education is to help students develop the skills and tools for making active social change (Bell, 2007). Adams (2007) presented five core frameworks for teaching social justice education: (a) bringing awareness to the emotional as well as cognitive components of social justice learning for the individual, (b) acknowledging and supporting individual thoughts and contributions while making connections to others in the class and to the group, (c) paying attention to social relationships among students, (d) facilitating fair and open dialogue reflection with the class, and (e) evaluating and rewarding awareness as well as individual growth and effort to grow. In order to accomplish learning goals, instructors need to have an understanding of social justice content as well as have the skills to facilitate discussion on social justice topics. In particular, instructors have to have skills in dealing with discussions on a number of controversial topics such as racism, classism, sexism, White privilege, religious oppression, ableism, ageism, and general discrimination. Key skills recommended for instructor training are the ability to help students express personal feelings in a safe group environment, having knowledge about social issues, and being comfortable in leading discussions about social justice issues (Adams, 2007). These skills are key as a few studies have shown that in social

justice education, it happens that student dialogues can become argumentative to the point that students are emotionally upset. When this happens, student learning in terms of moral development and willingness to get involved in social change showed negative outcomes (Boyle-Baise & Langford, 2004; Mayhew & King, 2008).

To prepare instructors better, Zuniga, Nagda, and Sevig (2002) proposed instructional stages for facilitating social justice dialogues. In stage one, the instructor spends time building a safe environment for students to share personal thoughts and feelings. This can involve introducing students to the types of difficult topics that might be discussed, and asking students for a group agreement to be open to others' thoughts and ideas. Confidentiality is discussed. In stage two, students explore differences among themselves, specifically in regards to social justice issues. Here, the facilitator practices with the group to define boundaries and reflection. In stage three, the class begins to explore various social justice issues such as racism, sexism, and other topics. During this stage, the facilitator supports comments and acknowledges emotions. Facilitators also challenge students to think in terms of the other, challenging their previous thoughts on issues. In stage four, the facilitator helps the students explore what action plans or alliance building each student might try to help change the challenges facing the oppressed. Following each stage, the facilitator is asked to encourage a reflection on the topic discussed as well as on the emotions and learning taking place in the immediate classroom. Developing skills in these stages can make a difference between student learning or reinforcement of stereotypes (Adams, 2007; Mayhew & Fernandez, 2008).

Measures of Social Justice Education

In determining success, common measures used to evaluate student learning in social justice curricula include examining student diversity awareness and understanding of social issues facing minorities. A second measure often used in measuring social justice learning is growth in the students' moral development and their understanding of the actions needed to improve the situation of the oppressed (Bell, 2007; Zuniga, Nagda, & Sevig, 2002). Yet, there is a lack of empirical assessments on social justice learning outcomes. Most studies have been qualitative case studies to examine learning outcomes. More studies are needed to improve measures related to social justice outcomes (Adams, 2007).

One way social justice outcomes have been assessed has included diversity awareness and moral development. Brown (2004) examined the relationship of self-concepts to changes in cultural diversity awareness for pre-service teachers. Two sections of a multicultural education course were taught with two different methods, one with social justice pedagogy utilizing reflections and dialogue, and the other with traditional lecture and readings. In a pre and posttest design, the Cultural Diversity Awareness Inventory (Henry, 1995) was used to measure diversity awareness. Students taught with the social justice emphasis showed significantly higher scores on the posttest. Mayhew and King (2008) conducted a study to examine pedagogical strategies and their effect on moral development. The study examined a variety of course pedagogies including an academic service learning course and an Intergroup Dialogue course designed to have students discuss diversity issues in a racially diverse class setting.

Results on a moral development scale created by the authors showed that students in the academic service learning course had significant changes in moral development, whereas students in the diversity course did not. A justification provided for why the diversity class did not show changes in moral development was the lack of concentration on social justice pedagogy and the lack of attention by the instructor regarding students' emotions and comfort. However, much like academic service learning, there exists little literature regarding faculty preparation and the effect of that preparation on student learning outcomes.

Social Justice Education Summary

This review of social justice education literature provides information regarding effective instruction of social justice outcomes. The measurement of two of the most commonly reported outcomes of diversity awareness and moral development was also reviewed. Missing from the literature on social justice are research studies on how to prepare faculty to facilitate social justice education. Few studies have been conducted on effective methods in teaching instructors how to teach social justice. In those studies, faculty used the pedagogical model of service learning to teach social justice issues (Adams & Zhou-McGovern, 1994; Boss, 1994; Einfeld & Collins, 2008; Dale, 1996; Green, 2004; Mayhew & Fernandez, 2007; Mayhew & King, 2008). There have also been several editorial and academic papers that propose service learning as a proper means for teaching social justice education outcomes in higher education (Bond & Petterson, 2005; Boyer, 1994; Boyte & Hollander, 1999; Butin, 2006; Driscoll, 2008;

Green, 2001; Hurtando, 2007; Langseth, 2000; O'Grady, 2000; Pasque, et al., 2006; Rex, 2006; Stanton, et al., 1999; Wade, 2000; Ward, 2003).

In the next section, I will review the literature on service learning in higher education, focusing mostly on studies that attempt to demonstrate student outcomes through service learning, provide an overview of how the pedagogy translates into social justice learning, and the literature on faculty using service learning.

Service Learning

Service learning is a pedagogical approach that aims to help students learn academic and community concepts through active community service (O'Grady, 2000). In a service learning course, faculty have students actively engage in community service that is related to course academic concepts. Through faculty-guided reflection, students learn academic concepts even as they learn about community issues. Desired outcomes of academic service learning are that students experience active learning regarding course content, and gain knowledge and understanding about their students' roles in the community (Eyler & Giles, 1999). Service learning has been promoted in higher education to foster social responsibility, moral health, active community participation, and "deep understanding of one's self and respect for the complex identities of others, their histories, and their cultures" (The Association of American College and Universities, 2002, p. xii, in Mayhew & Fernandez, 2007). College and university leaders are promoting academic service learning as a means of educating students on social justice issues and of providing students with skills and knowledge to become active in confronting oppression and discrimination in society (Bond & Paterson, 2005;

Boyle-Baise & Langford, 2004; Mayhew & Fernandez, 2007). In a review of the academic service learning literature, Mitchell (2008) described a trend from a focus on a broad range of learning outcomes to a concentration on social justice related outcomes. She stated, "Discussions about biases, unearned privilege, and power must figure prominently in service-learning classrooms. A critical service-learning pedagogy encourages analysis and dialogue that allows students to identify and challenge unequal distributions of power that create the need for service" (p. 57). Educating students about social issues is not usually the focus of a service learning course, but the goal is to empower students to become agents of social change and to see themselves as morally responsible to become active in improving society (Baldwin, Buchanan, & Rudisill, 2007; Einfeld & Collins, 2008; Green, 2001; Mayhew & Fernandez, 2007; Mitchell, 2008; O'Grady, 2004).

Over the past two decades, there has been a growing body of research investigating the learning outcomes of service learning (Astin et al., 2000; Eyler & Giles, 1999; Simons & Cleary, 2005; Vogelgesang & Astin, 2000). Service learning combines academic study with community service experiences with the goal to enhance academic learning while teaching students community related issues such as civic engagement, participation in democracy, critical thinking skills, interpersonal development, civic responsibility, diversity awareness, social justice, and moral development (Ash, Clayton, & Atkinson, 2005; Astin et al., 2000; Baldwin, Buchanan, & Rudisill, 2007; Boyle-Baise & Langford, 2004; Einfeld & Collins, 2008; Eyler & Giles, 1999; Mayhew & King, 2008).

Academic Outcomes from Service Learning

There exists evidence that service learning results in enhanced academic learning (Astin et al., 2000; Eyler & Giles, 1999). In studies comparing students in a course with service learning to students in the same course but without the service learning experience, results indicated that students with the service learning experience had higher exam scores or assignment achievement that those in the sections without the service experience (Ash, Clayton, & Atkinson, 2005; Boss, 2004; Eyler, Giles, & Stenson, 2001; Markus, Howard, & King, 1993).

Social Justice Related Learning Outcomes from Service Learning

There are mixed reviews, however, when it comes to the civic or community learning outcomes associated with service learning. Research has demonstrated support for gains in self-awareness (Ash, Clayton, and Atkinson, 2005; Eyler & Giles, 1999) and self-efficacy (Green 2001; Moley, McFarland, Miron, Mercer, & Illustre, 2002). Studies that looked at the impact on civic responsibility and citizen development have shown enhancement of these concepts through use of service learning (Astin et al., 2000; Einfeld & Collins, 2008; Eyler & Giles, 1999; Vogelgesang & Astin, 2000), whereas others have demonstrated that service learning did not have an impact on civic participation or citizenship measures (Simons & Cleary, 2005) or morality as related to public engagement (Bernaki & Jaeger, 2008; Boss, 1994; Gorman, Duffy, & Heffernan, 1994).

In regards to social justice related outcomes such as diversity awareness, muliticutural education, likelihood to be active in social change, and moral development, several studies have found evidence that service learning instruction does have an effect

(Adams & Zhou-McGovern, 1994; Boss, 1994; Einfeld & Collins, 2008; Mayhew & Fernandez, 2007; Mayhew & King, 2008). Mayhew and King (2008) investigated pedagogical strategies and their effect on moral development in college students. They gave pre and posttest measures of moral development to 423 students in various courses that had moral development as a desired learning objective. Results showed that some of the strongest effects on moral development were in the use of academic service learning instruction as compared to courses on the topic of moral development that did not incorporate a service component. Einfeld and Collins (2008) investigated the relationship between service learning, social justice, multicultural competence, and civic engagement. Using a qualitative study design, they interviewed 40 college students participating in an AmeriCorps national service program. Results indicated that the students reported a commitment to social justice ideas and to becoming active in social change. Participants also reported a better understanding of diversity related issues and personal privilege. Boss (1994) investigated moral development in college students enrolled in a service learning course. A pre and posttest administration of the Defining Issues Test (DIT) (Rest, 1987) was given to 71 students in two ethics courses. In one class, students participated in a service learning experience, whereas the other class served as a control group covering the same material but without the service experience and discussion. Results showed that students in the academic service learning course scored higher on the DIT than those in the control course.

Some studies have shown weak or no relationship between service learning and social justice learning outcomes (Baise & Langford, 2004; Boyle-Baise & Kilbane, 2000;

Simons & Cleary, 2005; Sperling, Wang, Kelly, & Hritsuk, 2003). Simons and Cleary (2005) had 59 college students who were enrolled in two sections of a service learning course take a scale for measuring social justice and diversity awareness as well as other community related factors at three times during the semester, at the start, midterm, and end. Results were mixed in that students did change attitudes on diversity or social justice between time one and two, but not at the third. Concerns about reliability of the measure were discussed as well as test fatigue. Boyle-Baise and Langford (2004) used a qualitative design to investigate student development in social justice and diversity awareness during a semester-long course during which students went on a community service trip over spring break. Prior to the trip, the instructors, who were also the investigators, covered social justice topics. During and after the trip, students reflected through dialogues on social justice topics. Results showed that students grew in their understanding of social justice issues, but reported that they would be less likely to become involved in social change actions due to the experience. This was the opposite from what the authors had expected.

No studies reviewed provided details or a critique of the actual instructional design of service learning methods or the preparation of faculty for instruction of service learning courses. Most studies on community engagement outcomes from service learning courses entail qualitative interviews with students regarding learning outcomes. The interviews examine student comments on learning outcomes, but they do not provide information on or critique of the actual instructional components of service learning courses (Bringle, Phillips, & Hudson, 2004).

Instructional Components of Service Learning.

In order to understand the learning outcomes and the mix of research findings, it would seem important to study the instructional components of the service learning experience. The key components that identify a course as a service learning course include a service experience linked to the course objectives and reflection of that experience on both the academic objectives as well as learning objectives associated with the service experience (Eyler & Giles, 1999; Mitchell, 2008; Rosenberger, 2000). The service experience needs to be related to the learning objectives, both academic and social, of the course. The experience ideally involves direct service contact through a community partner during which the required time commitment, impact of service work, and other logistics of the experience are reasonably achievable by the students in the course (Jacoby, 1996; Mitchell, 2008).

Researchers in the field of service learning have claimed that it is during the reflection component of an academic service learning course that critical learning takes place. The reflection experience is the process in which the student integrates academic content with the service experience and personal belief and identity systems (Eyler & Giles, 1999; Jacoby, 1996; Mayhew & Fernandez, 2007; Mitchell, 2008; Rogers, 2001; Rosenberger, 2000). Through the reflective experience, the learner integrates understandings gained through the service experience into personal experience resulting in new understandings that impact the learner's future actions and world outlook (Rogers, 2001). Reflection is typically encouraged through open classroom discussion, journal writing, group writing or discussion, or personal reflection through individual papers or

assignments (Eyler & Giles, 1999; Jacoby, 1996). It is the reflective experience and the instructional design of the reflection on which most investigations of service learning outcomes are focused (Astin et al., 2000; Eyler & Giles, 1999; Mayhew & Fernandez, 2007; Vogelgesang & Astin, 2000). O'Grady (2000) proposed that the reflection should include direct student-to-student dialogue about social justice issues to get students to think critically and be able to suggest actions for change.

Astin and colleagues (2000) conducted a survey of 22,236 college students who participated in service learning courses and interviewed faculty as a follow up to clarify student survey results. Their findings supported earlier research that the key instructional factor associated with positive service learning outcomes was through the reflection process. They found that the reflection practice that resulted in the most effective learning outcomes was when students had the means to reflect through student-to-student discussions. In regards to instructional design, the team found that professors encouraging and supporting discussions along with efforts from faculty to connect the service experiences and subsequent reflections to academic material were key factors in positive learning outcomes and in students meeting set learning objectives.

Thus, reflection, and more specifically reflection through discussion with others, has been identified as a critical component in the success of service learning. A better understanding of this learning process would provide some insight in how to improve the reflection component and improve overall learning through this instructional approach. I next turn to an explication of learning through reflection in the next section.

In service learning courses, students participate in community service experiences that are related to course academic and personal developmental objectives. Instructors may use reflection and dialogue exercises to help the students make new meaning of the experiences (Astin et al., 2000; Jacoby, 1996). One of the unique aspects of the service learning course is the context of the community engagement experiences. Students are required to serve directly in the community around some course-related social need. Students interact with community members who are facing a social issue such as poverty, homelessness, discrimination, or abuse. The population is often a marginalized group of lower socioeconomic status. Students may be working with the population directly, or with a community agency working as an advocacy group for the population (Jacoby, 1996; O'Grady, 2000). The community issues students face are similar to the community issues discussed in social justice education. In social justice education, students learn about issues regarding minority or discriminated populations. Issues such as race, poverty, discrimination, privilege, and abuse are central to social justice awareness (Zuniga, Nagda, & Sevig, 2002). Service learning can be a method for social justice teaching (Mayhew & Fernadez, 2008; Mitchell, 2008; O'Grady, 2000).

Faculty Development in Service Learning

Reflection exercises in service learning courses or in social justice education has been shown to be a key factor in student learning outcomes. Instructors who have training in reflection dialogues could have an impact on learning outcomes (Astin et al., 2000). At many colleges and universities, instructors are being encouraged to use service learning. In order to support faculty success and thus student success, the preparation of

faculty to facilitate reflection exercises effectively in a service learning course seems critical. However, little research has been conducted on how to train faculty on service learning. Zlotkowski (1998) proposed one of the earliest frameworks of faculty training for service learning. He proposed four areas of faculty development for quality service learning outcomes: (a) assessing the faculty's personal values in regards to community and social justice issues, (b) learning pedagogical strategies for teaching about community issues, teaching moral development, and helping student make connections between issues and course content, (c) assessing the academic culture of the institution in relation to community and the history of institutional commitment to service learning, and (d) establishing working and equitable relationships with potential community partners to ensure that service work meets true needs in the community.

In regards to the need for faculty to be able to lead students in assessing personal values, there exists no previous research on faculty values training or facilitation in relation to service learning or social justice education. To understand this dynamic for faculty development, one may look at pre-service teacher training. Baldwin, Buchanan, and Rudisill (2007) investigated what teacher candidates learned about their views and understandings of social justice, diversity, and themselves through service learning experiences. The researchers utilized a qualitative approach to reviewed class reflection notes and papers from 41 pre-service teachers in a service learning course on diversity topics. Results showed that the service learning experience and reflection assignments played a role in the pre-service teachers' awareness of diversity and social justice issues. Meta-cognitive reflection on personal values was key in helping pre-service teachers gain

awareness of their values in regards to social justice issues and diversity awareness. In an investigation on factors contributing to faculty incorporating diversity-related content in a course, Mayhew and Grunwald (2006) found that faculty background that includes experience with diverse groups was an important factor. Also, the researcher-designed survey given to 336 faculty indicated institutional and departmental support as other key factors to faculty incorporating diversity related topics in their courses. The researchers drew implications from the study suggesting a need for institutional support and training in order to increase the likelihood of faculty including diversity related content in their courses. Hadaway et al. (1988) conducted interviews with faculty who taught diversity related courses. Results suggested that faculty who had reflected upon their own personally held perceptions regarding race, gender, and other diversity related issues were more effective in teaching diversity related materials.

As for pedagogical strategies, Mayhew and King (2008) investigated the effectiveness of various pedagogical designs on student moral development. Findings indicated that service learning courses did show significantly more growth in moral development over other types of pedagogical strategies. In regards to institutional factors on faculty use of service learning, Bulot and Johnson (2006) investigated faculty perceptions of the costs and rewards when utilizing service learning. Results from a sample of 29 faculty responding to a researcher-designed survey indicated that barriers to service learning included costs, extra time in teaching, and lack of departmental support. Faculty motivation, funding support, student learning outcomes, and enjoyment of teaching students about social issues were listed as rewards for faculty use of service

learning. Conclusions were drawn that faculty who have support and experience with teaching academic service learning were more likely to see rewards outweigh costs, and were more likely to continue its use.

Sandmann, Kiely, and Grenier (2009) conducted a case study on how faculty plan for service learning. The study looked at three service learning courses and analyzed the faculty's preparation process. Their results showed that faculty in these case studies failed to spend appropriate time in planning and discussion with community partners. As a result, the faculty reported trouble in creating successful classroom discussions, time management, lack of trust built between faculty and community partners, and a lack of clear expectations. The authors suggested a model for preparation that including spending time prior to the semester in building a relationship with community partners, setting expectations, and identifying the need for an agreed upon system for communication. Many of these suggestions are consistent with the model Zlotkowski (1998) had proposed.

In summary, there are few studies providing information regarding the motivation and experience of faculty who teach social justice topics through service learning. The literature reviewed provide some indication that the background of the faculty member may have an influence on the decision to use service learning, and that there are personal motivations for taking the extra time needed to teach service learning.

Faculty Development and Motivation

With little literature supporting faculty development in service learning and social justice, a review of the literature on more general topics related to faculty development

may provide information on how faculty may be supported when teaching service learning and social justice.

Pascarella and Terenzini (1991) reviewed literature regarding the impact of the college experience and instruction on college students. In their analysis on instruction practices, they found evidence that instructor pedagogical skills, rapport with students, structure and organization of the course, appropriateness of the difficulty of work, availability of the faculty to interact with students, and instructor feedback to students were all highly correlated with student learning outcomes. They emphasized the characteristics of clarity as expressed in the instructor's ability to explain course concepts and structure, to reflect information as key to student learning. A key element to instructor clarity is the level of the instructor's knowledge about course content. Content knowledge for effective instruction goes beyond a simple understanding of subject. Effective instructors have a deeper understanding of subject matter that allows them to adjust course structure and assignments to meet students at their level and to provide an environment in which optimal learning occurs (Forsyth & McMillan, 1991; Lowman, 1984). This allows the instructor the ability to customize course instruction to students' backgrounds and learning levels. Research has supported this student-centered approach to instruction as having greater impact on student learning outcomes over other traditional instructional approaches such as lecture (Pascarella & Terenzini, 1991).

With an understanding of instructional factors that promote quality student learning, a question arises about how best to prepare instructors in developing skills and knowledge for effective teaching. Weimer and Lenze (1991) conducted a review of the

literature on faculty development approaches. Their summary suggested that workshops on training faculty in the use of to a particular instructional strategy that were under three hours in length had little to no impact on faculty instructional behaviors, or contributed little to student learning outcomes. Formats that tended to have the greatest impact on improving faculty instruction were multi-meeting workshops or courses for faculty that were over three hours in length. Another factor that resulted in faculty changing their instructional approach included instances when faculty were able to discuss their teaching with peers. Their findings suggest that quality faculty development programs or activities should consider incorporating substantial training experiences, longer than a three-hour workshop, and in an environment in which faculty have the opportunity to discuss instructional learning with peers (Weimer & Lenze, 1991). Additional research on faculty development approaches were included in the Weimer and Lenze (1991) review.

Literature on the assessment and measurement of faculty development in learning to teach is limited. Theall (1999) reviewed the research literature on faculty development assessment. He reported that most studies of faculty development assessment mainly presented strategies and tips for possible faculty self-assessment of their teaching. Studies or papers that discussed instructor development relied on evaluation measures to account for faculty retention of development information. However, Theall (1999) suggested that the true measure of faculty development lies in the learning outcomes of the instructor's students. Student ratings on course surveys typically given at the end of a

semester have been shown to be robust in measuring some aspects of instruction (Feldman, 1997). However, Pascarella and Ternzini (1991) suggested that measures of specific student learning outcomes are a preferred assessment of instruction outcomes, as the true focus of instruction is ultimately dependent on what students learn.

Faculty Self-Efficacy

Ward (2003) pointed out that faculty who decide to teach social justice lessons through service learning typically decide to do so independently. Astin and colleagues (2000) demonstrated how faculty are pivotal in students gaining an understanding of lessons taught in service learning courses. Therefore, in order for social justice lessons to be taught through service learning courses, the faculty member must decide independently to do so, and have the self-efficacy in feeling confident that they can teach the course effectively. This section will look at literature on faculty self-efficacy in teaching.

Self-efficacy is a belief about a person's inner ability to accomplish a performance, task, or undertaking (Bandura, 1989). Self-efficacy can determine how individuals feel about themselves, how they motivate themselves, and how they asses or believe in their ability to act on a task, process, or social adequacies. The strength of a person's self-efficacy can have an impact on how that person approaches difficult tasks, and their belief in their ability to overcome challenges (Bandura, 1989; Zimmerman, 1989). In academic learning, self-efficacy theory has been used to explain student motivation to learn, master, and use academic content (Bandura, Barbaranelli, Caprara, &

Pastorelli, 1996; Zimmerman, 1989). Bandura and colleagues (1996) conducted a research study to determine factors contributing to a child's academic self efficacy for school achievement. They showed that a variety of variables interact leading to a determined level of self-efficacy for academic achievement. Some of the variables include socioeconomic status, parental influences, social efficacy, self-regulation, academic efficacy, peer influences, moral disengagement, academic aspirations, and social behaviors. Zimmerman (1989) summarized Bandura and other's works in presenting an academic self-efficacy model that included three spheres of self-efficacy, including personal, environmental, and behavior. Each of these spheres is said to impact one's belief in one's own academic ability and foundation of motivation for taking on difficult tasks.

There are a few studies that have looked at faculty self-efficacy and motivation in teaching social justice related topics or the use of service learning. Mayhew and Grunwald (2006) conducted a survey of 336 faculty at one university to look at factors leading to the likelihood that they would incorporate a diversity related lesson in their class. They found several factors that had an impact on faculty decision to include diversity topics included institutional commitment, department leadership from the environment, personal commitment to diversity, beliefs about social issues, and identity from the personal, and formal participation in faculty diversity programs in terms of actual actions taken.

McKay and Rozee (2004) conducted a qualitative study of faculty who use service learning pedagogy. They interviewed 32 faculty at one institution to determine

factors that are common among faculty who use the pedagogy. They grouped their factors into three major categories of teacher centered, community centered, and student centered factors. Faculty centered factors included personal beliefs in doing good in their teaching, value of learning through new pedagogy, and the person-centered approach to teaching. Community factors included valuing the community as a resource, breaking down the "ivory tower," and seeing the community as an extension of the campus community. Student factors included student responsibilities, value of human connection, and value of diversity. Their study did not address connections to specific social justice issues. The results provide some insight as to possible motivating factors in why faculty choose to use service learning.

Bowen and Kiser (2009) conducted a mixed methods study with 27 faculty who participated in a faculty fellows program aimed at promoting the use of service learning. Results showed that the faculty fellows program had an impact on faculty's continued use of service learning following the program. The motivational factors to included an increase in confidence in using service learning based on their experience in the program, and the influence of a peer group in helping them continue to implement service learning beyond the program. They reported that faculty indicated environmental factors as detractors to the use of service learning, including lack of institutional support and lack of including service learning in tenure and promotion considerations.

O'Meara and Niehaus (2009) conducted a review of applications for faculty who were nominated for a national service learning teaching award. The study looked at self-nominations of 109 faculty, and the discourse faculty used to explain their approach to

service learning. Analysis determined four areas in the discourse about service learning as a *"(a) model of teaching and learning, (b) an expression of personal identity, (c) an expression of institutional context and mission; (d) or embedded in a specific community partnership*" (p.17). The researchers suggested these areas were sources of motivation for faculty to use service learning. The study has limitations, namely because faculty discourse analyzed was taken from applications for an award, so the sincerity of the content is hard to determine. However, the study provides some indication of what influences faculty motivation to implement service learning in their teaching.

Chapter Summary

In this chapter, I reviewed the relevant literature for this study. The literature review provided a background on the faculty experience in higher education specifically related to community engagement efforts. The modern context was described along with an overview of current movements in higher education that may be influencing faculty motivation for teaching service learning concepts. Literature on social justice education and service learning was reviewed to provide a background on the pedagogy commonly used by faculty to include instruction on social justice issues in courses that do not have social justice as their main topic. To provide further background on the faculty experience, faculty development, motivation, and the self-efficacy literature was reviewed.

CHAPTER III: RESEARCH METHOD

Through grounded theory, interviews, coding, and qualitative analysis, this dissertation explored the personal experiences of faculty members engaged in teaching social justice lessons through service learning at a large public research university in the Southwest. Grounded theory allowed for the formation of theory to help explain the focused phenomenon of the experience of faculty who conduct the work of bringing social justice lessons to the classroom. The faculty who participated in this study provided data about their motivation for choosing to introduce social justice learning in their classroom and what it is like to be the faculty member who brings the promotion of social understanding to their students.

Data for this study were collected over a six months, from November 2010 through April 2011. The key data were the voiced experiences of 11 participant faculty at The University of Texas at Austin. The 11 faculty represented a total population of 41 faculty, or one quarter of the population, who have registered service learning courses recognized at the University. The population of 41 service learning faculty represents less than 2% of the overall faculty population at the university. Faculty participated in one hour long audio recorded interviews and also shared their course documents, including assignment forms and class information. Data were transcribed and coded using three layers of open coding, axial coding, and dimensional coding to the point to where concepts and categories emerged that helped explain the phenomenon.

This chapter is divided into two key sections: (1) Methodological Fit and (2) Method of the Study. Methodological Fit investigates the underlying principles grounded

theory approach, gives details of researcher as an instrument including an overview of investigator bias, and introduces grounded theory. This section provides a case for "fit" between the research questions, the investigator, and the methodological approach used. Following, the method of the study section provides a comprehensive and specific outline of how the study was conducted in regards to participant selection, data collection, analysis and coding of data, and credibility safeguards.

Methodological Fit

For this investigation, a grounded theory qualitative design was selected. Grounded theory is a methodology developed by Glaser and Strauss (1967) to be used in the creation of theory from data. For this study in particular, a grounded theory approach was appropriate for several reasons. First, grounded theory is a qualitative method in which theory and understanding of a phenomenon are developed through analysis of data. This is appropriate when there are no existing theories to explain the phenomenon being explored, such as in this study. There are no existing studies that focus on the phenomena of faculty influences and motivation through a social justice lesson. Grounded theory was judged to be an appropriate place to begin investigation on this phenomenon.

Second, grounded theory is founded in Pragmatism, a philosophy that looks at knowledge not so much as a truth, but as understandings that are provisional in time (Corbin & Strauss, 2008). Given the changing dynamics impacting higher education instruction, the development of faculty, the changing focus of institutions, and other factors discussed in the previous chapters, the phenomenon investigated in this

dissertation needed to be examined with the understanding of the evolving environment impinging on it (Corbin & Strauss, 2008).

Third, qualitative research connects the research to the human nature of the topic. The method is grounded in connection to the participants in appreciation of the human experience (Corbin & Strauss, 2008). This study was focused on a phenomenon of human interaction, feeling, preconceived understandings, self-awareness, conflict, and growth. Through interviews, the participants shared personal feelings and emotions connected to their teaching and approach to teaching. Participants were asked to share insights into their fears, thoughts on culturally sensitive subject matter, and how their choices were related to their careers. The topic was very human, and lent itself to a grounded theory qualitative approach. For this study, a grounded theory methodology fit appropriately with the research questions in the contexts of a lack of existing theories on the topic, the changing nature in place, time, and experience of the phenomenon, and the human nature of the topic investigated (Corbin & Strauss, 2008).

In this study, I used an approach of interviewing faculty who teach social justice lessons through a service learning pedagogy at a large public research university in the Southwest U.S. The population consisted of a small group of faculty at the institution who had received acknowledgement that their courses meet the institutional standards of a service learning course, and were listed with the university's Volunteer and Service Learning Center as meeting the university's criteria ("Minimum Academic Service Learning Guidelines", 2010). For this study, the goal was to interview at least one quarter of the faculty regarding their instructional experience. I asked faculty to

participate in interviews that were audio recoded, to take place in the faculty member's campus office. Faculty were asked to provide artifact data including course syllabus, assignment information, and any other course related items. A coding system was used on interview transcripts in an attempt to identify concepts and themes found through the data.

As the researcher, I decided to approach this study through the use of a grounded theory qualitative methodology in order to attempt to understand the faculty's experience, feelings, introspection, self-determination, attitudes, motivations, and other aspects of the person related to the instruction of social justice topics. I desired to gain an understanding on how faculty members first decided to include instruction on the social justice topic approached in a course, what motivates them to do so, and to examine their reflections of their instructional experience. Quantitative methods could be used to help identify some of the characteristics of this teaching, including use of scales that measure self-esteem, self-awareness, and motivation for instruction, moral reasoning, and measures of other variables. However, I decided that due to the lack of previous literature regarding faculty and social justice concept instruction, and in order to capture an understanding of this phenomenon at this particular institution, the use of many scales on such a small population would not inform me. Also, because of the various layers of variables in play for this phenomenon, I feared instrument fatigue would impact results if it were possible to get faculty to commit to the time needed for filling out the instruments. Silverman and Marvasti (2008) described the difference between quantitative and qualitative research as follows:

> Qualitative research designs tend to work with a relatively small number of cases. Generally speaking, qualitative researchers are prepared to sacrifice scope for detail. Moreover, even what counts as detail tends to vary between qualitative and quantitative researchers. The latter typically seek detail in certain aspects of correlations between variables. By contrast, for qualitative researchers, detail is found in the precise particulars of such matters as people's understanding and interactions. (p. 14)

For this study, the research questions were focused on the faculty's being, on their inner thoughts, on their construction of reality that had led them to teach a difficult topic on social justice when they had no institutional obligation, obvious professional, or position award for doing so. An ethnomethodology approach is designed to inquire on how people make meaning of their reality, prior knowledge and experiences, and how they come to put these understandings into action within their own social structures (Silverman & Marvasti, 2008). A grounded theory qualitative approach provides the researcher a method that allows for a deep analysis of personal inquiries, providing the researcher with an approach to data analysis from which to sort out meanings and concepts that help explain the phenomenon (Corbin & Strauss, 2008). The use of interviews provides a look at the faculty member's usually private thoughts and motivations. Also, the interview processed is an interaction between people, a relationship that forms around the topic discussed, and a trust that allows for an openness through which the researcher is able to gain access to the paticipant's inner thoughts and feelings (Schostak, 2006). In this particular interview relationship, the interviews may be

viewed as a sharing of personal interest in a topic among colleagues. Due to the sensitive and often emotional nature of social justice topics, the relationship between the faculty member and the investigator is important, and thus an understanding of the background of the investigator is important (Saldana, 2008).

Situational Self Analysis: Researcher as Instrument

Corbin and Strauss (2008) suggested that the investigator be sensitive to his or her own background and motivation related to the research topic. The aspects of previous knowledge on the topic, access to the population, and personal and professional experience with the topic should be acknowledged. This acknowledgement is reflected in order to explain the investigator's motivation behind the study as well as to keep in check previously conceived positions or biases when analyzing data (Schostak, 2006; Corbin & Strauss, 2008; Silverman & Marvasti, 2008). In this section, I aim to explore briefly my personal motivation for the topic, describe my prior knowledge and preconceived opinions, and discuss methods to help keep these biases from impacting the analysis.

I am a first generation college graduate, and my childhood was spent in a mid-sized American Midwestern community where I was raised to appreciate common working-class values of hard work, and an appreciation of blue-collar professions over white-collar or college professions. Although raised with the expectation I would go to college, I felt a connection to the working class, and grew up with an appreciation of a modest to low-income lifestyle over wealth. I started working in the sixth grade at occasional jobs, and have paid my own way through my undergraduate and graduate education. I have always had a bias against individuals whom I perceive as growing up

with high levels of privilege, wealth, and what seems to me to be an expectation or entitlement to success and continued privilege.

After obtaining a Masters in Counseling and Student Personnel in 1998, I felt the desire to forgo higher paying opportunities to work in education, specifically working in higher education community service and service learning administration areas. My motivation was to improve and expand service-related education because I have felt that learning through service work helps students better understand the world they live in and their place in it. I felt that through service work, students were engaging in thoughts and discussions about social issues, about race, poverty, and how privilege can contribute to social problems. I was hired by The University of Texas at Austin in 1998 to build the university's community service program. I introduced the first administrative support program for faculty who use service learning for the university, and was responsible for the strategic planning and growth that developed over the past eleven years. Through this experience, I desired to obtain my doctorate, and chose to do so in educational psychology primarily because I wanted to broaden my understanding of how students, faculty, and the community itself learn and benefit from community interactions. Through my educational experience, I have continuously focused on how students learn about social issues through service learning and student service experiences as a central topic of my papers, assignments, and research. I have known that I wanted to do my research and dissertation on some aspect of service learning since I started the program.

Now at the point of the dissertation, I was still unsure on what to include as the focus on my dissertation because there seemed to be a lack of previous research on the

human interactions involved in service learning. I have always been fascinated by the faculty I have worked with over the years, and usually found myself asking faculty why they wanted to use service learning, what was motivating them to do so. I felt that much of what could be measured through scales and quantitative methods seemed to miss the more personal story behind this type of teaching. This led me to focus on the topic and this methodology for this dissertation. I have changed my official position with the university from the head director of service learning and supervisor of faculty services in regards to service learning to a role of development and fundraising for university community service efforts. This is important to note as this removes a potential issue of authority when interviewing faculty who use service learning. I no longer have any direct role of support or oversight for the faculty being interviewed in this study.

Acknowledging and control for investigator bias. Although subjectivity of the investigator is acknowledged in qualitative research as adding a richness and quality to the methodology, it is equally important that checks be incorporated to help control researcher bias throughout the analysis of data (Corbin & Strauss, 2008; Schostak, 2006; Silverman & Marvasti, 2008). In order to ensure a level of trustworthiness regarding researcher bias, I state the following personal beliefs as these were shared with peer debriefers. As my background would suggest, I believe that students should experience certain outcomes from social justice service dialogues and experiences. I believe faculty who teach social justice issues through service are conducting a positive service. I believe the desired educational outcomes are beneficial to the student as well as society. Although I was not certain what this research study would uncover, I did hope for and

expect that some characteristics of faculty would be found, including a shared desire for students to learn about social justice issues, and to reflect on their place in helping solve these issues. I also expected faculty to believe strongly in this type of teaching and to find them to be advocates for its expanded use. I did not expect to find that faculty would use this pedagogy as a means for professional advancement. Yet, I believed they would share that the outcomes are worth the effort, and that good outcomes are obtained.

Researcher curiosity is an important characteristic of qualitative investigation (Corbin & Strauss, 2008). However, as suggested by Silverman and Marvasti (2008), an investigator in qualitative research should keep notes or memos about personal motivations for research so these can be reflected. Additionally, included in the memos should be initial feelings of expected outcomes, possible coding titles, and other expectations, so that these thoughts can be captured prior to conducting interviews, coding, and analysis. The desired outcome from analysis is that the coding and concepts are derived from the data and not preconceived beliefs of the researcher (Corbin & Strauss, 2008; Silverman & Marvasti, 2008). I used memo writing to prepare for interviews and to reflect on my potential personal biases that could impact the interview process or analysis. At the end of each transcription of interviews, I recorded immediate thoughts and perceptions of the interview as well as listing first-thought categories I saw as possibly coming from the first few interviews. This was done to reflect on how previous knowledge and opinion might influence initial reactions, allowing for any biases to be made explicit and thus reducing their influence on the analysis of the data. In

addition, continued discussions with my dissertation chair, the committee, and second reader helped keep clear my possible biases and allow for evaluation.

This study was designed to review a very human experience, and I used interviews to collect data on the experiences, backgrounds, and motivations of faculty who had choosen to teach topics of social justice through a service learning pedagogy. Through careful analysis of these interviews, an understanding of the phenomenon developed around this unique instructional and learning experience.

Grounded Theory

Qualitative grounded theory approach using interviews has been used in studies regarding faculty teaching experiences (Bulot & Johnson, 2006; Cahill, Turner, & Barefoot, 2010; Tange, 2010), and regarding service learning outcomes (Baise & Langford, 2004; Bringle, Phillips, & Hudson, 2004; Enfeld & Collins, 2008; Yeh, 2010). Grounded theory is an inductive method, drawing inferences from observation in order to make generalizations (Silverman & Marvasti, 2008). With data coming from interviews, the investigator gains an understanding of a phenomenon through careful analysis of themes and meanings derived from the data. Theory is developed through grounded understanding of the views and feelings of the person interviewed, derived from information about real experiences as experienced by the subject (Corbin & Strauss, 2008; Schostak, 2006). Theory is derived from the data through the use of coding analysis. Coding is used to extract concepts from the raw data by identifying key comments, points of interest, descriptors, contradictions, emphases, understandings, etc. Concepts are identified directly from the data, with the concept typically stated in the

same words pulled from the raw data. The investigator analyses each concept through critical reflection to determine the various dimensions of the concepts (Corbin & Strauss, 2008). This analysis ideally takes place shortly after each interview, and concepts from the first interview are then used in conducting and then analyzing the second, and so on. As the interviews take place, commonalities are identified, and concepts are redefined as dimensions and properties of common concepts are found (Corbin & Strauss, 2008; Silverman & Marvasti, 2008). The process involves constant reflection, memo writing, questioning understanding, interpreting, re-questioning, etc. As the process unfolds, additional interviews and artifacts are collected, adding data to the analysis, until the process begins to provide a clear understanding of the theoretical concept of the phenomenon. As the analysis is taking place, reliability verification is conducted to check on accuracy and researcher bias. For me, this included reflection and discussion with the peer de-briefers as well as asking faculty participants to review transcripts and concepts pulled from the data to ensure reliability of the analysis (Corbin & Strauss, 2008; Silverman & Marvasti, 2008).

Summary of Methodological Fit

In this section, I described the match of the study with the use of qualitative methodology proposed. Given the human focus of the study, the dynamic nature of the phenomenon as defined by place and time in history, the lack of previous research on the phenomenon, and the desire for possible theory discovery, grounded theory seemed the most appropriate fit for the research questions. As the investigator in a qualitative study, I outlined my personal interest, possible biases, and professional knowledge of the topic

to help provide an understanding for the motivations for this study and to provide information that helped keep personal biases in check. In the next section, I describe the methods I followed in conducting this study.

Method of the Study

This section presents the specific methods of this dissertation, starting with a description of the population, description of access to the population, description of participants, method of data collection, interview set up and protocols, safeguards, trustworthiness, and system of data analysis. Also presented here are descriptions of coding analysis employed to reach concepts and categories, as well as insurances of trustworthiness.

Population Description

The population for this study included all faculty who teach social justice concepts through the use of service learning pedagogy at the university in which the study was conducted. Of the 2700 faculty at the university, 41 faculty were identified through listings maintained from the university's Volunteer and Service Learning Center service learning professionals (Volunteer and Service Learning Center, 2010). Service learning faculty comprise of less than 2% of the overall faculty at the institution. The Volunteer and Service Learning Center was the administrative program that provided services and support for faculty who use service learning in their classrooms, and who determined if a course met the university's criteria for a service learning course. The faculty population for this dissertation had all had their courses identified as meeting the service learning criteria by the Volunteer and Service Learning Center.

The university's criteria for service learning included four distinct categories that lead to the classification.

1. Fully integrate community service into the curriculum of the course: Service provided to the community is not used as an "add-on" or volunteerism.

2. Emphasize pre-flections and contextual knowledge: Significant class time should be used to instruct students about the history, challenges, triumphs, agency and needs of the community being served. This is an effort to fully educate our students so that they will be a help, not a hindrance, to the community groups they serve.

3. Provide opportunities for pre-service critical reflection on self/identity issues: Our students must develop a basic understanding of who they are in the world and how their identity impacts others.

4. Critically reflect on the service experience**:** Courses should incorporate structured opportunities for students to examine how their experience challenges or corroborates their beliefs and knowledge. (Volunteer and Service Learning Center, 2010)

The criteria for service learning at this institution were similar to other definitions and criteria used by other large research public institutions (Jacoby, 1996; O'Grady, 2000; Zlotkowski, 1998).

The 41 faculty at this institution who were teaching service learning courses include representatives from 12 of the 17 colleges and schools at the institution. Colleges and schools included with number of instructors are outlined in the following table (Table

1). Most of the courses were required courses for specific degree plans, where as four were strictly electives. Several of the courses could be taken as an elective even as they are still required course for some degree plans. Only two of the courses were restricted to students in a particular degree plan, one in the honors program and one in architecture.

Table 1: *Number of Service Learning Faculty from Various Colleges and School*

Colleges and Schools	# of Service Learning Faculty
Liberal Arts	11
Business	4
Education	4
Natural Science	4
Communications	3
Nursing	3
Social Work	2
Architecture	1
Fine Arts	1
Pharmacy	1
Public Affairs	1
Undergraduate College	1

Faculty ranks included eight different ranks from staff teaching positions to full professorships. Sixteen of the faculty were in tenure-tracked positions and 25 in a lectureship, instructor, or other position. Faculty ranks and frequency are listed in Table 2.

Table 2: *Faculty Rank*

Instructor Rank	Frequency
Professor*	10
Associate Professor*	5
Assistant Professor*	1
Senior Lecturer	3
Lecturer / Adjunct	17
Nursing Instructor	3
Post-Doctoral Fellow	1
Staff	2

*Denotes tenured or tenure-track position (Office of the Executive Vice President and Provost, 2010c)

Listings from the service learning list did not provide information about the faculty's race, gender, age, years of experience teaching, years of experience using service learning, time at the institution, or other personal or career related information. Without information on gender or how each faculty gender identifies, I could only make some assumptions on the gender of faculty prior to the investigation based on names and personal acquaintances with some of the faculty. This estimate of gender resulted in 27 women and 14 men. Eight of the faculty were indicated as teaching more than one class, with one faculty member teaching three service learning courses, and 33 teaching one service learning course. Additional details of participants will be presented below.

Conditions for service learning and social justice instruction at this institution are similar to those faced by faculty as described by Ward (2003) and as summarized in the literature. Conditions at included faculty and instructor roles for whom research is commonly viewed as the primary role of faculty, and where faculty typically spend much of their time on locating research and program funding and conducting or assisting with research functions. Most tenure-track faculty are encouraged to take part in institutional committees and projects as part of their work as the tenure and merit guidelines included teaching and service work. However, as Ward (2003) described, the promotion process at large research institutions places an uneven emphasis on research and publications. At the institution focused on in this study, the promotion guidelines for tenured, tenured-track, and non-tenured positions included the same criteria for teaching, research, and service (Office of the Executive Vice President and Provost, 2010a; 2010b). Even though the criteria are presented as equal parts for promotion, Ward (2003) suggested that more emphasis on research and scholarship would be placed for faculty in tenure-track positions but not yet promoted than for those either already tenured or in non-tenured track positions. Of this population, most of the faculty, 38 were tenure or in non-tenure position whereas only three are assistant professors (table 2), in tenured-track positions but not yet tenured. Ward (2003) stated that research institutions, because of the pressures of tenure and the focuses on scholarship and research, that service learning instructors tend to be either in lecturer positions or fully tenured, which was the case with this particular population.

Support for service learning instruction at this institution is similar to that of comparable institutions. In my position at the institution, I had started the first efforts to support faculty and promote service learning in 2000. I introduced faculty manuals and resources to the campus, and worked with faculty one-on-one in helping them set up or improve their service learning courses. By 2001, I was able to hire staff who coordinated faculty service learning support, and I became a supervisor and stopped my direct involvement with faculty. In 2008, I took it upon myself to increase faculty support by submitting a brief on changing the tenure and tenure-track merit and promotions guidelines to include language recognizing faculty who teach using service learning. I was successful in introducing new language that supports service learning in the guidelines that took effect in 2009. I also had first hand knowledge of efforts promoted through the Office of the President and the university's strategic plan to encourage the use of service learning. The language was general without any specifics other than asking faculty to consider service learning. These efforts were similar to efforts used throughout higher education (Butin, 2006; O'Grady, 2000; Ward, 2003). The average number of faculty on any one campus that teach service learning is 35 faculty (Campus Compact, 2010). Overall, the institution and population that were the focus of this study appeared to be reflect what was true at other large public research institutions around the United States.

Theoretical Sampling

Interviews with all 41 faculty were not considered feasible or was it likely I would have been able to get all faculty to consent to do interviews. Therefore, theoretical

sampling was used, a process described by Patton (1990) as the selection of information-rich cases, or "those from which one can learn a great deal about issues of central importance to the research" (p. 169). Lincoln and Guba (1985) described steps to ensure trustworthiness in data through prolonged engagement, persistent observation, and triangulation of data including as much variation as possible, then collecting more interview data from additional participants cases until concepts that emerge have been saturated with enough data to show no more variability in the setting. For this study, I began with interviews with faculty who provided a maximum level of variation among them, attempting, for example, to interview faculty from different colleges and departments, diverse backgrounds, ranks, years of experience, and connection to university efforts aimed at promoting service learning and social justice education. The sample ideally was to include a strong representation of the most common title positions of tenured faculty and adjunct or lecturer positions. Also, I made an attempt to interview the three faculty who were currently in the tenure process. Interviewing a sample of tenured faculty and lecturers, as well as all three faculty currently in the tenure process would have provided enough data for comparisons between groups.

In order to determine the appropriate sample of faculty, a system of theoretical sampling was employed by coding faculty by college and schools, rank, assumed gender, and estimated years of practice. The resulting goal was to interview approximately ten to twelve faculty, or at least 25% of the service learning faculty, in order to provide a full theoretical understanding of the phenomenon. However, as Schostak (2006) pointed out in his review of coding interview data, concepts and categories should emerge from the

data, and the analysis of those concepts should ultimately determine the number of interviews needed for any phase of a grounded research study. Although ten to twelve participants were considered the goal, I began by selecting 20 faculty from the population and asking them for an interview. These faculty were selected because they were teaching the service learning course during the time of the interview, and because the group provided a diversity among subject matter taught, race, years of service, and ranking. Eliminated from invitation for interviews were six instructors that were listed as staff, post doc, nursing instructor, and faculty whose service learning courses were not taught during the current academic year. In the end, a total of eleven faculty agreed to participate in the interviews and share course related artifacts from their courses. This sample represented 27% of the population. Interviews took place during the middle of the semesters while the instructors were teaching their service learning courses.

Demographics of Participants

The 11 participating faculty represented various backgrounds, identities, and levels of experience. Faculty were told that their identities would be kept anonymous, as they were asked not only about their experiences with teaching social justice lessons through service learning, but also what the experience is like in their professional roles at the institution. Some faculty were open to sharing criticisms of the institution and faculty teaching. In one interview, as the faculty member began to express feelings about the institution and teaching, the anonymous nature of the interview was double checked before sharing.

GL: I think it's, I'm anonymous right?

Glen: Yes, yes.

GL: Because, I just think that the undergraduates get short changed around here, you know, from the faculty who are from, I mean. I understand it because they have to bring in the research dollars, and so, but we are educating the people who are going to become the Tea Partiers.

Because the number of faculty at the institution who were involved with service learning, and participants was small and those were commonly the only faculty member in their departments who used service learning, I was committed not to provide too many specifics around any particular participant with fear the descriptions would make it easy to identity the individual. To help ensure confidentiality of the participants, the demographic information shared here will be presented in categories and summaries rather than individual profiles.

Of the eleven faculty who participated in the study, seven were in lecturer positions, and four were tenured. These numbers are in concert with the make up of the population for which most are in lecturer positions, and lecturers make up a smaller, but the second most common rank for service learning instructors. Of the three in the population who were in the middle of the tenure process, one had left campus before the interview was possible, another had indicated that he had just recently became tenured and had not used service learning until he was tenured, and the last tenure-tracked professor would not return requests for an interview. Other demographic information includes that of the participants, six were men and five were women. Ages ranged from late 30's to late 60's. Faculty represented a variety of colleges and schools including one each from architecture, business, natural sciences, and education. Seven of the

participants belonged to the institution's largest colleges of liberal arts; however, each participant represented a different department. The liberal arts faculty included representatives from African American studies, anthropology, English, Women and Gender studies, the honors program, secondary education, and urban studies. Participants' racial background included six white, three African Americans, one Hispanic, and one Native American. Faculty ranged in years at the institution from three years to 20 years, with a mean time at the institution of 7 years. Experience with use of service learning also had a wide range, from 7 years to less than one semester. The longer a faculty member had been at the institution was not correlated to years of experience using service learning with the longest tenured faculty member of 20 years also being someone who had just started using service learning that current semester. On average, faculty reported starting use of service learning a few years after arriving at the institution. Four faculty reported using service learning to teach social justice issues from their first semester on campus. Of the four tenured faculty members, only one had used service learning before earning tenure, and also was the only faculty member who had used service learning throughout an entire career.

Interviewing

The goal of the interview was to obtain as full an idea of the participant's experiences, background, values, and motivations. My goal was to get faculty to describe their inner feelings and values around their motivation to do the extra work required in using service learning instruction. Schostak (2006) stated that the interview should be a pleasant experience in which the participant can connect with the researcher, creating a

space of trust where inner thoughts and emotions can be shared in a safe and comfortable exchange. For these eleven interviews, I met each faculty member in the faculty member's office. The interviews ranged in time from 60 minutes to 90 minutes. The protocol for each interview included sending a confirmation email prior to the interview that included a simple summary of the study and what I wished to discuss with them. At the interview, the protocol included a brief overview of the study and research questions. I then began by asking the individual to describe the course, what the course was like, and how he or she had come to use service learning. Next, faculty were asked what they felt students were going to learn through the experience, or what the faculty member thought or believed the students were going to be learning through the experience. Faculty were then asked to describe the experience of teaching service learning, including descriptions on what had been like to lead discussions on social justice topics as related to the service learning experience, especially when such discussions may become heated.

Following these were a series of questions asking the faculty member to share why they taught service learning. I presented them with a summary of literature that showed that faculty who use service learning to teach social justice topics bring this experience to their students when their position does not require them to do so. Also, the literature states that teaching using service learning is very time consuming as compared to traditional instruction and assignments, as the procedure requires the students to conduct service in the community, which involves locating and coordinating with community partners. Faculty were asked why they used service learning when it was not a requirement of their position, and it took extra time to prepare service assignments.

Various versions of this question were asked repeatedly through the interviews, with a goal of obtaining a deeper sense each time of faculty members' motivation and personal values to engage the extra work required of teaching such a course. As faculty began to explore their motivations, and a sense of trust was developed through the interview, I would ask them about their personal background, and how any personal history, values, or other personal experiences may have had an impact on why they taught service learning.

After the first four interviews, categories or themes began to emerge in early coding that resulted in additional questions in later interviews. These questions included asking faculty about their feelings on institutional support in helping them teach service learning, and their impressions about faculty who chose not to use service learning or address social justice topics in their instruction.

At the end of the interviews, I restated the purpose of the study and the research questions. I asked them to share artifact information including syllabus, course documents, or any material related to the experience. I closed each interview asking if the faculty member, knowing the topic of the study, had any topic or information they would like to share that had not yet come out in the interview.

Schostak (2006) stated that the proper number of interviews for any specific research question is determined by the information collected as the interviews take place, and whether the investigator feels that enough information has been collected from which to confidently establish theory. Corbin and Strauss (2008) discuss *saturation of data* by which they mean that new interviews stop providing any substantially new information

on the key concepts that have emerged from earlier data collection. Early coding, axial coding, and memoing were conducted after each interview throughout the six months of the study. Themes began to emerge early, and later interviews focused more energy on those themes. I transcribed each interview within two days, and began open coding immediately. I wrote memos were written after each interview to capture dialogue and thoughts to inform further coding and reflection on analysis, and to determine when saturation of data was approaching. During the last two interviews, much of the data collected stopped providing any new insights on the themes and categories that had been emerging through the ongoing analysis and memoing. After the eleventh interview, I felt comfortable that I had the appropriate amount of data from which to complete analysis.

Safeguards

Before moving into a description of the data analysis, I wish to clarify and describe the various safeguards that I used to ensure ethical use of the data and protections for the participants and their identities. As with any study conducted at The University of Texas at Austin, this study's protocol was approved by the Institutional Research Review Board. assessed for appropriateness, reduced risk, and to ensure safeguards are in place. First a proposal of this study was reviewed and approved by the dissertation committee. Ensuring confidentiality of participants and establishing safeguards in the collection, storage, and records of the data was important, both for ethical reasons, but also to help protect the integrity of the analysis. A qualitative study that uses interviews requires the researcher to build a sense of trust and safety for the individual being interviewed so that the information shared is genuine and real, and not

guarded or seduced (Schostak, 2006). For this dissertation, participating faculty received an invitation email asking for the interview. In the email, I stated that the individual could deny an interview, and no record of the denial would be kept. Faculty were also informed that all interviews would remain confidential. A letter covering conditions of confidentiality and including IRB approval was presented to each participant at the time of the interview. A copy of the letter can be found in Appendix A. Interview recordings were recorded on a portable hand-held digital recorder. The digital audio recordings were transcribed by me into Word documents on the my personal computer, and backed-up on a hard drive. Copies were kept in my home. Each participant was given a coded pseudonym on transcripts, coding documents, final analysis, notes, memos, and in the final write-up of the dissertation. Faculty were assigned a letter pseudonym such as (A), (B), etc. As the interviews took place, it was interesting to me the differences found between responses from tenured faculty and lecture faculty. In order to show this distinction between the two roles, added to the pseudonyms were the letters "L" for lecturer and "T" for tenured faculty. Thus the pseudonyms will appear after quotations like so: (AL), (NT). When excerpts from interviews are included in the text of this dissertation, the quotes are indicated through indenting the quotation, using single spacing, and adding a reference to the pseudonym following the quotation. Participants will be offered a digital copy of the dissertation once completed. Throughout the dissertation process, only those who had direct ties to this dissertation (e.g., my and committee) had access to any written or recorded notes, memos, analysis, artifacts, and other data that could identify the participants.

Trustworthiness

Credibility in a qualitative study requires a need to ensure the accuracy of translation of interviews, or believability, to ensure that depicting the setting and participants fit with the context. Methods suggested by Lincoln and Guba (1983) to ensure credibility include prolonged engagement, triangulation, and confirmability. Prolonged engagement requires one to invest enough time in data collection and analysis to ensure a clear understanding of the phenomenon and its characteristics. For this study, interview and artifact collection continued until the last two interviews did not appear to add any new information to what had been collected from previous interviews. Data were collected from 27% of the overall population, and faculty interviewed were a diverse group by personal demographics as well as institutional experience, instructional experience, and discipline.

Triangulation suggests that an investigator collect data from a variety of data sources, collecting different artifact data, and using various methods in collecting data, such as variations in interviews (Lincoln & Guba, 1983). In this study, I collected artifact data from faculty including course syllabuses, course related documents, and assignment documents. This inquiry resulted in the collection of a variety of unexpected data including project proposals, grant documents, manuscripts, websites, and policy documents that resulted from faculty research and programming work related to their service learning courses. The artifact data helped in confirming descriptions of the courses as derived from the interview transcriptions. In addition, as interviews were conducted, the focus of the study became increasingly centered on faculty motivation for

using service learning and teaching social justice lessons. This lead to rewording of questions around motivation, and each interview included several repetitive questions from various angles to ensure I was capturing personal motivations in connection to personal history, motive, values, personal beliefs in education, and emotional satisfaction from the instruction.

In addition, data collected included course related documents including syllabus, assignment forms, and other related materials. These items were analyzed independently of the interview data to provide an analysis of the courses in comparison to data derived from the interviews in order to introduce a second look at the phenomenon using a second source of data. This helps provide triangulation assessment of the interview data, helping to ensure comments and descriptions of the course were inline with the materials students would receive. Results from the separate analysis of the related course artifacts overall supported faculty descriptions of what students would understand about social justice learning outcomes. Students would know the courses had a service component, but few of the documents indicated the depth of the social justice discussions, which is how faculty described their use of the course materials. Overall, I believe the approach yielded data that were comprehensive and appropriate in meeting a condition of triangulation.

To ensure confirmability of the data and analysis, as well as dependability, I asked a colleague who has a significant background in the field of service learning to review notes, coding, concepts, and conclusions. The second reader was a former coordinator for service learning at the institution from 2000 to 2006. While serving as a

coordinator for service learning, she completed her coursework and dissertation in Higher Education Administration at the university where the focus of her study was a qualitative investigation on university structures in supporting service learning. Her background offered a unique opportunity for a confirmability audit, to support trustworthiness of analysis. She reviewed and supported the following analysis and conclusions.

Data Analysis

As stated earlier, the pedagogy of service learning provides a structure from which to frame the social justice concepts taught. The use of service learning provides an opportunity to understand what it is like to be the person who integrates a social justice topic into the general curriculum. To get an understanding of this experience, Silverman and Marvasti (2008) stated that interviews of the participants involved in the phenomenon about their experience can provide an insight into the experiences. For this dissertation, I asked faculty from this population for a 60 to 90 minute interview about their experience teaching a service learning course. I also asked them for artifacts that may include course syllabi, course documents and instructions, books or items find which they found information used in their service learning teaching experience, and where possible, samples of student work. Faculty were asked that interviews take place in their campus office when possible, and all did. Interviews were audio taped then transcribed as soon as possible following each interview in preparation for analysis.

Data analysis in a qualitative study involves a breaking down of the data into manageable parts, so that concepts and dimensions of the parts that make up a phenomenon began to emerge as an understood theoretical framework. From the data,

concepts and categorical information are pulled to help identify common threads of information found across participants. The shared pieces of the experiences help the researcher to identify key concepts that can answer the research questions (Corbin & Strauss, 2008). Silverman and Marvasti (2008) suggested that although analysis by breaking down the data is a complex approach, it can be explained by simplifying the approach into four phases. The first phase involves an initial breaking down of the data through open coding. The second phase connects the initial coding across data from the individual and in comparison to other data sources through axial coding, resulting in concepts. The third phase looks deeper at the concepts, breaking each concept down into dimensions to explain fully what is happening. The last phase places the explained concepts into a pattern or process of actions that link the concepts. From this connection or interaction of concepts, theoretical explanations can be drawn to explain the phenomenon. Providing a similar description of analysis, Silverman and Marvasti's (2008) claim that the analysis process is not a simple linar process, but that all phases of analysis happen almost simultaneously both in the analysis of each interview, during interviews, and across data sources. As the process of analyzing each new set of raw data collected from each faculty encounter, connections and comparisons between data sets happened at the same time as the open coding of the new data. Corbin and Strauss (2008) suggested the use of memoing to help keep order and checking bias to ensure that assumptions and connections are not made too quickly, but time is given to look at each data source somewhat independently. Related to a procedural system used in analysis, Corbin and Strauss (2008) warned that the use of computer programs and spreadsheets

should be used cautiously in that use of such a system can bind the researcher summarizing into concepts too quickly because of the ease and reliance on sorting features. Thus, much of the analysis process used involved printing spreadsheets of data and conducting coding and analysis by hand, then resorting and making concepts in the data base again. In the following description of the analysis used for this study and the presentation of results, I present the process in a linear description of phases for ease of explanation, even though it should be noted that in practice the phases of analysis overlapped.

The first phase of analysis employed for this dissertation started with open coding of transcripts and raw data including artifacts connected to the faculty member's interview. Interviews were transcribed as quickly as possible following the interviews, with an open coding analysis conducted. For each of the first six interviews, open coding was conducted by identifying general concepts that came from the data. Initially, 128 open codes were identified in the first six interviews and related artifact data. During those first coding exercises, common topics began to emerge with each interview connected to the different aspects from different questions asked during different parts of the interviews. The common themes were combined into 24 sub-themes. For example, statements indicating enjoyment from the teaching experience emerged in at least two places within the first few interviews.

> *Why have I stayed in this line of work? Because it's fun, because it has, it's kind of subversive, because it's uh, it has the power, if you empower kids, it makes a difference. (B)*

Working with people like this is infectious. It's certainly not a burden to be hanging with such talented people. (B)

I enjoy it a lot. I enjoy it quite a bit. It's, uh, a tremendous amount of fun. (E)

Being serious is fun. Tense, it is tense, but when you get on the other side of the, what's the opposite of tense, its releasing that emotion. It's fantastic. Then going back and doing it again. It's fun. It's not easy, but it's fun. (E)

I will say this quietly, I would do this for free. I would, I would do it for free, that's how much I enjoy it. (F)

Oh, I do enjoy it now. Once I learned to remove my emotions from that, then it became to enjoyable. (F)

These statements came at different points of the interview, but each statement expressed a sense of enjoyment, so the open coding used was "enjoy" for the first instance, and then "enjoy 2" for the second. Although other coding concepts were marked from these statements, such as "learning the process," "tenseness," "emotions," the example here is to demonstrate how connections between codes were made. This type of open coding continued through the first phase of analysis.

Open coded concepts and topics that emerged were noted on transcripts and summarized in memos. As the rest of the interviews took place, further open coding was conducted to see if any of the previous concepts from earlier interviews were repeated and to identify new concepts that came from each new interview.

As consistent concepts began to emerge over the course of several interviews and artifact analyses, a more narrowing analysis began in the second phase. Axial coding, a technique of connecting concepts, was used (Corbin & Strauss, 2008). Through axial coding, the relationship between concepts is analyzed, looking for trends and nuances

that connect the key concepts. The relationships are then analyzed for an identifiable process through which concepts are more linearly connected. As the processes were identified, additional interviews took place with special emphasis on the key concepts and process. The addition of later interviews, and the introduction of additional theoretical connections or artifacts are techniques to which Lincoln and Guba (1985) referred as *triangulation*, or the introduction of data that provides a look at a phenomenon from as many different angles as possible. The early interviews were comprised of a variety of faculty differing as much as possible in rank, experience, discipline, and demographic background. The later interviews after initial axial coding were attempts to introduce triangulation to the data by interviewing faculty similar to those from the first round. Analysis of the second grouping showed similar concepts held from the first round, thus supporting trustworthiness of the results.

Through the axial coding process, nine concepts began to emerge across the interviews and through a process of comparative analysis, connecting concepts across paticipants and stages of the interviews. The concepts include 1) personal background, 2) "drive and joy", 3) perception of education, 4) perception of faculty role, 5) perception of academic field, 6) perception of what students need to learn, 7) observations of student outcomes, 8) reinforcement of practice, and 9) change in approach. In addition, a comparative dimension was emerging between tenured and lecturer faculty. Through the first eight interviews, I had data from only two tenured faculty members. Thus theoretical sampling was conducted on remaining faculty, and additional attempts were made to connect with more tenured faculty. Five additional tenured faculty were

contacted, and two agreed to participate. These interviews were conducted late in the process, but data from these interviews provided more information regarding comparison of faculty holding tenured and lecturer positions, and also provided reassurance that the concepts were now saturated with enough data to move on to the next phase of exploring the key themes through deeper dimensional analysis leading to a core concept.

Emerging from this last phase of data were four core themes. The themes were labeled with names derived from the interviews. These core themes are 1) *Sharecroppers, Teachers, and Preachers*: Personal Background; 2) *Heretic in the Church of Reason:* Individual identity and role as faculty; 3) *The Most Important Thing We Can Give Them*: Perceived Desired Student Outcomes; and 4) *I See the Difference*: Reflection of Student Outcomes. Interview and artifact data were combined into new spreadsheets for each core concept, with further analysis of each concept conducted to deduct what was "going on" in the data, and how the core concepts were connected. The core concepts began to bring what Corbin and Strauss (2008) described as describing the process, the actions, interactions, and emotions that help describe the phenomenon. Through the core concepts, the central concept around faculty motivation emerge, which led to the last phase of creating a theoretical structure.

Chapter Summary

This chapter has provided a description of the methodological design, the fit with the research questions, population and sample interviewed, interview protocols, analysis approach. The next chapter will provide a detailed analysis of the results, descriptions of

key concepts, core concepts, and process, and provide evidence for a theoretical explanation of the phenomenon.

CHAPTER IV: RESULTS

When I began this study, my guiding research questions were to gain an understanding of faculty's perceptions, motivations, and experiences associated with teaching social justice topics in higher education, and of what they saw as the impact of their teaching on students. The study was designed to provide a baseline conceptualization on the faculty experience in teaching social justice lessons. The study is unique from previous studies on faculty who teach social justice topics (Bowen & Kiser, 2009; Mayhew & Grunwald,2006; McKay & Rozee, 2004; O'Meara &Niehaus, 2009) in that the focus here was on the private experiences of the faculty member instead on identifying criteria or focusing on student outcomes. What emerged from the data and analysis revealed a much deeper view of the faculty experience and contributed to an understanding of faculty motivation and their perceptions of student learning. This chapter provides a summary of the theoretical model developed from the analysis, defines the key themes from the research, and provides a detailed explanation and description of the developed model that explains the core category of faculty motivation for social justice teaching.

Story of the Model

Strauss and Corbin (2008) defined theory as a denotation of "a set of well-developed categories (e.g., themes, concepts) that are systematically interrelated through statements of relationship to form a theoretical framework that explains some relevant social, psychological, educational, nursing or other phenomenon" (p.22). For this dissertation, the emerging core category around which the theory model was developed is

faculty motivation for social justice teaching. The core category was formulated based on four core themes: 1) *Sharecroppers, Teachers, and Preachers*: Personal Background; 2) *Heretic in the Church of Reason:* Individual identity and role as faculty; 3) *The Most Important Thing We Can Give Them*: Perceived Desired Student Outcomes; and 4) *I See the Difference*: Reflection of Student Outcomes. These themes describe aspects of faculty motivation that results in their action of teaching social justice lessons in their courses. The four core themes help structure a picture of this motivation that are depicted in Figure 1.1.

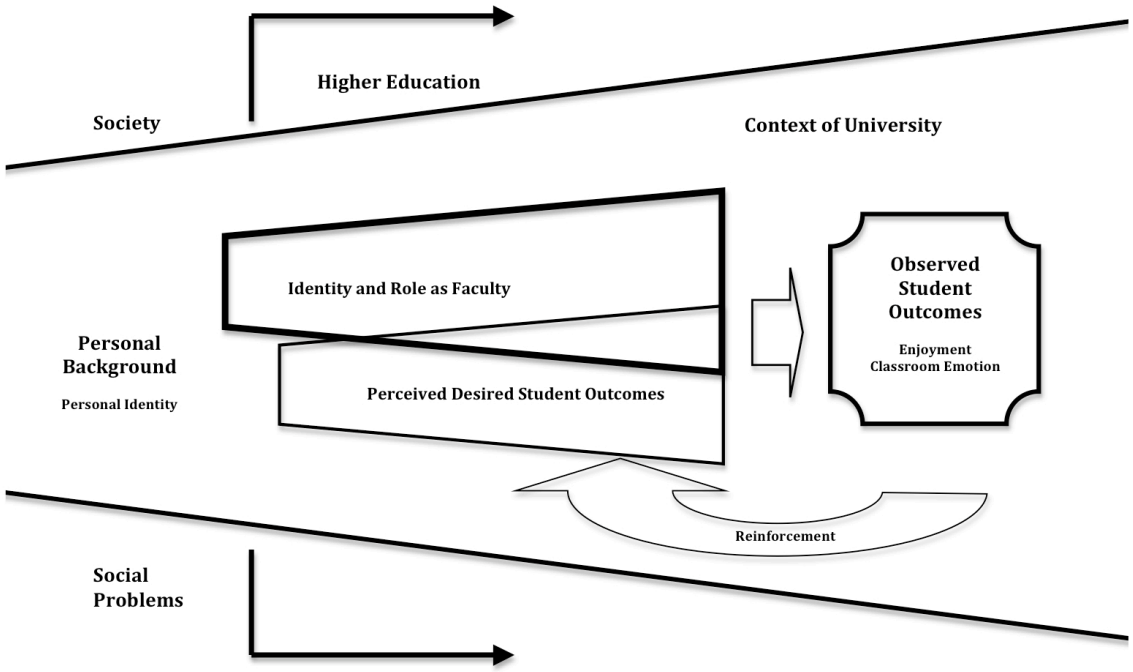

Figure 1: Standard Model of Faculty Motivation for Social Justice Teaching in Higher Education

In this theoretical model, the individual faculty member's personal background serves as a base from which faculty motivation for social justice education is set. Faculty shared that their personal backgrounds, including childhood, personal identity, personal struggles or connections to social problems, their religious beliefs, and other personal factors, helped lead them to their faculty role and helped them formulate their perceptions of what they feel students should be learning in higher education.

In the model, the faculty identity as a faculty member intersects with the faculty's perception of what students need to learn. Both of these core themes have their origins in the faculty member's personal backgrounds, but their beginnings are not necessarily connected to each other, even if they do intersect in the experience of teaching. It is through this interaction, based on personal background, that faculty are motivated to introduce social justice lessons into their courses. This teaching results in observed student outcomes. These outcomes then reinforce faculty perceptions of what students need to learn as well as inform them on their role as a faculty member. This cycle helps in the building of faculty identity as a faculty member, perceptions of their role in higher education, and contributes to their personal background. Each theme is shown in the model not as a box, but rather as a shape that suggests growth and further expansion as time goes on.

The model shows the pattern and relationship of the four key themes for faculty motivation in teaching social justice lessons. In the rest of this chapter, each theme and its components are examined. The chapter ends with a detailed explanation of the model

of faculty motivation in teaching social justice lessons and the interaction and variations of the core themes.

Core Themes

The core category was derived from four key themes that came from data analysis: 1) *Sharecroppers, Teachers, and Preachers*: Personal Background; 2) *Heretic in the Church of Reason:* Individual identity and role as faculty; 3) *The Most Important Thing We Can Give Them*: Perceived Desired Student Outcomes; and 4) *I See the Difference*: Reflection of Student Outcomes. These four themes are comprised of several dimensions or sub-categories that will be explained in detail in this section. Understanding these themes helps in the understanding of the core category. Many quotations taken from the data are presented in this chapter to support the core themes. All quotes included in this chapter are single spaced, indented, and italicized. The faculty letter pseudonym such as (AL) and (NT) are indicated after each quotation. Also pseudonyms are identified an L for lecturer positions using letters at the beginning of the alphabet, and tenured faculty identified with a T and then starting later in the alphabet with M.

Theme One: Sharecroppers, Teachers, and Preachers: Faculty Personal Background

Participants in this study commented frequently on their personal backgrounds in order to explain why they taught social justice topics. The protocol of the interviews was to discuss the student outcomes first and motivation in the faculty role, and then to inquire about personal background information. This sequence was developed as to get the faculty member engaged in the topic of their teaching before asking about what could

have been perceived as more private and personal information. What took place was that many of those interviewed moved to referencing their personal background early in the interview in an unprompted response. The comments connect the core category to a base that became the theme of *Sharecroppers, Teachers, and Preachers: Faculty Personal Background* theme. The theme has two sub-categories: telling the personal story, and identity connections to social justice topics covered.

Telling the Personal Story

Faculty shared personal insights to their past and how the past had influenced their teaching and their motivation to take on more work by choice by introducing social justice topic and service experiences that were not required of their instruction. Faculty often commented about the high level of work required to teach as they do. When questioned about what motivated them to do so, they often provided commentary about their personal values, important influences from their past, and stories from their past. Faculty would comment about how their efforts toward teaching social justice topics were anchored in their self-identity.

> *I guess you are getting at my motivations, and I come from a family of sharecroppers, preachers, and teachers. That's pretty much what they all did, and to be honest, that's pretty much what I do. I teach, sometimes I get on the soapbox and do a little preaching, and uh, testifying as they say, and sometimes in a very metaphorical way, that I am growing a thinking process with my students I'm working with. So I have to say this a lot, I'm definitely standing on the shoulders of the folks who came before me. (AL)*

> *So, I guess a service learning component in a class to me just seems an extension of me and my experiences as a person, and doing it in the way that I am doing it (AL)*

I came to academia as an activist. Prior to my academic background, I entered academia as an activist researcher, you know, social justice activism was at the forefront of my agenda. The research that I did to get into academia, and has been part of my research as I went through grad school. I mean, I view teaching as an extension of that personal and intellectual position.(PT)

Several faculty connected the self to past experiences related to their perceptions of what their students were experiencing.

I remember when I was an intern, so I relate to them that when I was an intern and the things I learned, and the things I learned in what I had to go through just to get my foot in the door (CL)

Uh, it helped me to put my undergraduate degree into perspective. I did an internship where I worked with students and my undergrad degree was in English and creative writing, and there's not a lot you can do with that, and so I did an internship where I edited newsletters for a nonprofit organizations, and I ended up writing a chat book of poetry for some middle school kids in a program I worked in, and that helped me to figure out how I could put my degree to work. That was something I had to learn, and that helped me in having that experience for myself, to help me reflect upon myself, and it was an internship I took. And that was 15 years ago, and that made a big difference for me. (EL)

I mean, yeah, I guess I was raised to always try to do the right thing, to always help others, um, and for me this is the best way for me to do it, I mean through education. Education has been so important in my life, and if I take it seriously that means I have to go all the way with it, I can't do it half way, if I'm really serious about it, I have to go out and do it all the way to make a difference. (EL)

Yeah. When I was an undergraduate student, I had my first experience with that, with a landscape architecture, well-known who was a bit into public design, so I was certainly influenced by him. When I graduated, I became a Peace Corps volunteer, and spent two years in Iran. Certainly at that time I could not have articulated it, but even then I had done some traveling abroad, and I learned that architecture was not art in the way I had been trained. That, most architecture education is centered on the objectification of the beautiful object. And architectural culture, what we call studio culture, is very much set on aesthetic variables. But even at age 20, I already understood that that was not the case. So, which is to say, that I had politics early. (NT)

These experiences show how faculty came to teaching social justice topics, above and beyond their position description, rooted in their self-identity and past experiences in their education. From personal identity and past educational experiences, several faculty also connected their motivation to their own connection with social justice issues.

Identity Connections to Social Justice Topics Covered

In teaching social justice, core concepts included race, religion, gender, disabilities, and other social issues around which discrimination and oppression can occur (Adams, 2007). When asked about personal background, many faculty connected their motivation to their own personal identity with social justice issues.

> *I think it has a lot to do with how I was raised. I was raised in the Baptist Church. When I was a baby, my grandfather, the patriarch of the family, was always about serving other people, was always about what can you do to help someone else's life get better. It was also always about how you are no better than anyone else, and we are all out here trying to do the best we can, and I was raised in that. And it was, I guess I didn't realize how strong that was until right now as you and I are talking about it, I can think back on my background. (FL)*

> *I grew up, I am Native American. I grew up in LA, in a very large family, so I come from a fairly disadvantaged socioeconomic background, and having a strong sense of the history of racial injustice in this country. I grew up in a very Black area of LA (Los Angeles), LA you know being a very apartheided city, you know I grew up with a strong sense of that. I grew up not being involved in activism until my 20's, which was so, I guess my interest in social justice comes from that background, but um, out of sort of, years of organizing. So, I guess when I was quite young, I was very angry about social injustice, but didn't have a channel for that until I was in college, my undergraduate. I didn't graduate from HS, and I worked full-time through my undergraduate work. It took me 7 yrs to get my BA. I went to community college in LA, and then in San Francisco, and even that really helped me to focus on what I was really angry about, how to articulate it, and how to respond to it in a particular way. And I think that very much, led me to the position I have in relation to teaching. So, when I decided to go back and get my PHD, I really envisioned was to teach at a community college or tribal college with the thought that this was a way to really reach students and*

help others channel their feelings about social injustice. Um, and I somehow ended up at a Research I, and I am still able to incorporate what I want in the classes. (PT)

I would say for me it's a cultural thing, I would go to church and you wouldn't just sit there and listen, and passively accept the word, but you had to do something. So all the positions I've been in, it's an assumption that it's sort of a give and take, so whether it be family, the church, there's this expectation of involvement, you can't just passively be there and watch, even from my Afropologial perspective, you just go from just watching and hoping things happen, you just get involved and learning from them, and for me it's just a kind of real strong value that comes from my upbringing as a person, and I uh, bring that into the work that I do. (AL)

I would say mainly because of my own background as an activist, and my commitment of a feminist in women and gender studies as a teacher, as opposed to my role as a scholar. (OT)

Because of my values. Cause that's the answer I keep giving, which is feminism. I think that's my value to have those kinds of relationships, and I kind of stage them by teaching these types of classes. (OT)

Many of the faculty here connected their motivation for teaching to their personal racial, ethnic, and gender identity. Almost all faculty of color indicated a connection similar to these comments shared, except for one African American male, who when asked about a connection to his personal background and his motivation to teach social justice topics, clearly expressed that there was no connection, and that the motivation derived solely from his desire to help students in general. This instance was in great contrast to all other faculty of color, and worth noting that some motivation can come from a possible denial of personal connection to the social justice issues addressed in the teaching.

In addition to racial, ethnic, and gender connections, faculty shared their experiences in work experiences with social justice issues and the influence it had on their current instruction.

> *I started my career as a teacher and coach. I had a kid who tried to kill herself, and uh, I found her and she had taken some pills, and I rushed her to the hospital, and I'm sitting there and thinking to myself, I taught this kid how to dribble and play basketball, be on a team, but I had no idea on how to be helpful to her. So, I went back to school to be a counselor, and um, worked in mental health and mental health advocacy for about 10 year. (GL)*

This faculty member was the only one who had a very specific experience that she identified as a key motivation to teach around social justice issues, in this case on mental health. The experience she described would seem to be quite influential. Most other faculty discussed a more gradual connection between experiences with social justice issues.

> *Um, and so I started to do what we call now design/build projects, where we did schools, and then eventually took on a partner and moved back towards Portland, which is a more urban area, and spent not quite 20 years building public work. We did the occasional house, but mostly we shied away from that, building houses for the rich, which is how most architects make their money, but we did schools and public buildings almost entirely. The sequence then is that in 1990, I became a fellow at Harvard, that really convinced me that a steady life of rural practice was probably not what I wanted to do. What I did was I was a good boy and went back to my practice for a year or two, cause by then it was firm of 25 people, but then I left the practice and went to get my PHD, before coming here. (NT)*

> *I set up this little farm sanctuary saving animals myself, they weren't farm animals, actually, Longhorns, mustangs, I got into the Jainism, this religion in India where you are so careful about not to hurt animals or plants, they have these sanctuaries, and they got me to do the same, so this is part of my life, not just academics. (MT)*

The connection to social justice topics, in these examples of mental health, urban environment, and animal issues from faculty members' pasts led to their motivation. It also provided them with some context from which they could teach, and understand what

they wanted students to experience as they had experienced these connections to issues themselves.

Summary of Theme One

In my memos and recollection from the interviews, I found several notes on how as faculty members shared these connections to their identity and experiences, I could see them struggling somewhat in connecting some of these past experiences to questions about their motivation, the exception being the one faculty who had experience with a former student attempting suicide. For others, it seemed that although their background was part of their motivation, it was not something they thought of often, or was easy to connect. Some seemed to be surprised at the connection, even though they brought up their backgrounds without being prompted throughout the interview. Some examples: "I guess I was raised to always try to do the right thing" (EL); "And it was, I guess I didn't realize how strong that was until right now as you and I are talking about it, I can think back on my background." (FL); "Certainly at that time I could not have articulated it" (NT). This suggests that backgrounds, identities, and experiences combine into the self-identity as an instructor to such a degree that faculty do not commonly reflect on their background as leading them to their instruction. Faculty personal background, although a very important theme in faculty motivation to teach social justice, appeared to be a somewhat silent factor, whereas in the next two themes, the recognition of connections to motivation are much stronger.

Theme Two: Heretic in The Church of Reason: Individual Identity and Role as Faculty

Personal backgrounds provide faculty with a bedrock from which their motivation derives. They pull from their personal experiences outside their role as a faculty member to provide them with a context for a foundation for motivation. Yet, the faculty members were teaching social justice topics within a context of an institution of higher education. They were teaching students through their jobs as educators. Their past experiences provide them with identity related to this instruction, but the actual instruction occurred within their role and identity as a faculty member at a public research university. How the faculty members' personal identities as social justice educators interacted with their professional role as a faculty member emerged as a second theme for this study. The theme title, "Heretic in the Church of Reason" was pulled from the data as a symbolic summary of this theme. Faculty were fairly consistent from case to case in sharing how their approach to including social justice lessons in their instruction was an obvious break with what they viewed as a traditional role of a faculty member. Their identity as being the person who did extra work to bring in ideas of social issues into the classroom placed them at odds at times with the traditional system of higher education, within this specific university, and with the traditional role of a faculty member. In this section, each of these sub-concepts will be explored.

Role in Higher Education

Many faculty made comments regarding how their stance or beliefs regarding the purpose of higher education and specifically in educating students differed from a more

common view of faculty in higher education. Although, they clearly identified as members of the academy, they often felt that their approaches or philosophies on the purpose of higher education were different. In this section, the comments are to provide an understanding of this perceived difference between their personal and the more typical view of higher education in general.

> *I am a heretic in the church of reason, and you know what happens to heretics. But, I'm already 68 years old, so it's not like I have much to lose. (MT)*

In this comment, one of the tenured faculty expressed his view that he was perceived as an outsider within higher education. He felt strongly that he was approaching higher education much differently than others, and that others perceived him as outside the norm. However, he was a highly honored faculty member with over 20 years of experience, who had been promoted to full professor in his role in higher education. This example can be connected to other interviewees where I saw that although the faculty members felt that they are outside a norm in higher education, they also felt very connected to their practices and to working to improve the academy. Here are other examples:

> *I think the most important thing we can do as knowledge producers, both in terms of research and in pedagogy, is work towards social justice. And we have a unique opportunity at the university to touch the minds of young people. (PT)*

> *Just doing research and surveys and collecting information doesn't change people's lives. I guess it's kind of a personal belief for me that you can't just go into the community to collect information and just walk away, but you actually collect information, but you give them something, but that there's a relationship there. I guess it's a personal value to me to be able to do that, even though it takes more work to do that, it feels a bit selfish not to do that. (AL)*

Because something that happens in the real world, what's, what's, what goes on in the classroom doesn't go on in the real world. In English, and I teach a grant writing course, and I always tell my students in my class that the worst grant writers are English majors. Because English majors do not write for the common person to understand, and when you are trying to write a proposal, and you are trying to tell a story, they want you to tell a story they can understand. They don't want you to tell a story with everything to a point to where you can no longer understand it. So it's that way, I'm teaching them, I'm providing the literature for them to take with them to take them, to the next level. (CL)

Because the vast majority of the rest of their classes don't help them, uh, think through some of those social justice issues. I mean, I understand that you take a biology class, you want to learn biology. But there's also some practicality in teaching on issues of race, the isms, it's practical, and it's something that a lot students aren't getting, through their college education and their course work. (DL)

So, what's the point, right, of doing higher education? I can pick up a math book and read it. A lot of people can do it. IQ, intelligence is not the factor I'm talking about. Everyone is intelligent in their own way. I mean, anyone can pick up a math book and read it, can pick up a literature book, but that chance to do something different and help people learn, um, is what I'm interested in doing, to create responsible… I mean, I have a responsibility to teach responsible citizens. I mean, we can continue to play a game with one another, I can lecture, they can read, and I can give them a test, then we all joke about how cute it was that I got an A and you got a B, and you are sad cause you got an F. Why not take it more seriously than that? Take it seriously, and really try to explore and dig into some of those personal issues. For me, that's growth. That's development, that's psychological development, personal development, and that's more important to me. And, I wish my professors back then would have done with me. I wish they would have (EL)

Faculty also commented on their views of their specific field in higher education, and how their instructional approach differed from their field.

And the other part of it is in my area, from a pedagogical standpoint is I have a strong belief in experiential learning, and experience by doing, and I could sit up there and talk about teamwork and service values from here to eternity, but until they get out there and see something and experience what it feels like to help someone then they get it. (GL)

> *In order to get through the tenure process, I have to publish as much as anyone else. And in fact, I thought I had to publish more than anyone else, because I felt like I did activist research and activist courses, um, lead to more scrutiny, because there's a level of doubt as to whether it would count that it would be good. So I felt like that in order to be certain that I was going to get tenure, I had to publish more. And the level had to be very very high, there's was no fluff, all while teaching in a way that was more time consuming. (PT)*
>
> *But, after a while of dealing with that on an entirely analytical basis, it begins to ring hollow, for two reasons. One, it's intellectually unsatisfying, and two, that I'm not sure it's really in students' interest. What I mean is that over the years I have gradually become more and more persuaded by pragmatist epistemology, in other words, people learn better by doing. In other words, rather than being held up in an architecture studio working on abstractions, abstractions are formal ones, visual ones, or statistical ones, it doesn't matter. Students usually don't get the point. The architecture is really about how we might really live differently than we do in relationship to each other and in relationship with nature, which is not about objects. Which is what architectural training too often is. So, to summarize it is that it's a more effective way to teach students. But I think it's also more pedagogically more coherent, more intellectually coherent. (NT)*

Faculty statements around their perceptions of higher education systems in general showed that they felt that they had a differing ideology that others. They indicated a sense of difference from how the system of higher education promotes faculty and how it teaches students. The faculty appeared to see their views of higher education as having an increased emphasis on experiential learning, and more of a connection between their interaction with students, community problems, and teaching. These differing perceptions of higher education indicate that faculty motivation in teaching social justice seemed based on a goal to improve the overall experience of students, faculty, and higher education.

This differing of perceptions of higher education from a perceived norm seems in line with what Schuster and Frinkelstien (2006) described as today's faculty recruited to

the academy with specialized approaches, and this can be related to a change in what can be perceived as faculty norms. Faculty are recruited today based more on specialization of research and position description (Ward, 2003). As faculty are brought into the academy because of a specialized background, it seems understandable that faculty will have different views of the role of higher education. Many of the faculty in this study referred in their interviews how some of the social justice focus was part of their work prior to coming to the academy. Example statements on personal background in Theme One include: "and spent not quite 20 years building public works" prior to coming to academia (NT); "I would say mainly because of my own background as an activist, and my commitment of a feminist in women and gender studies as a teacher, as opposed to my role as a scholar" (OT); "I went back to school to be a counselor, and um, worked in mental health and mental health advocacy for about 10 years" before coming to academia (GL); "I came to academia as an activist. Prior to my academic background, I entered academia as an activist researcher," (PT). These statements provide examples on how their social justice focused background prior to entering the academy had influenced their perspective on higher education, but also may have been factors in their recruitment and hiring to come to the academy. As their backgrounds helped form their entry into the academy and thus their hiring, it is perhaps not surprising that they felt that they were responsible to help bring in a differing viewpoint to the academy. This can also help explain why they were willing to put in extra work to teach social justice through service learning instruction, as they felt such teaching was part of their role in higher education.

This perception of higher education and their role in the academy also resulted in comments about their perception of their role in the specific university and among their peers. In the next section, these perceptions will be explored in more detail.

Role within the University

Faculty often commented on the role of faculty at this particular university. Similarly to motivations coming from differences in perceptions on higher education, faculty made many references in how their approach to teaching is in contrast to their perception of how the university structure defines teaching and faculty roles. In order to place this sub-category of the theme, some context is needed regarding the institution at which these faculty teach.

Artifacts collected from the university's website provide an insight to the setting in which the faculty work. The University of Texas at Austin has a motto that states, "What starts here changes the world" (The University of Texas at Austin, 2011). The motto has been used by the university as part of a development campaign with a goal of helping the university become one of the premier universities in the US. The president of the university has made regular comments about how the university should be working toward connecting the resources of the university to meet community needs (Office of the President, 2005). I had been employed with the university in roles that worked to promote service learning and faculty involvement in community engagement work including the establishment of a service learning resource office. I had worked directly with the Office of the President to provide incentives through faculty awards, receptions and other means of promoting the use of service learning among campus faculty. Service

learning instruction was added to the tenure promotion guidelines in 2008, allowing faculty to document service learning instruction as part of the university's criteria for merit and tenure promotion (Office of the Executive Vice President and Provost, 2010b). The university did appear to promote the use of service learning among faculty.

However, all were no so seemingly supportive of teaching for social justice . No information regarding promotion or encouragement among faculty to teach social justice topics could be found at the university. Overall, the university did not seem to discourage instruction on social justice topics through service learning, but the faculty interviewed seemed to believe that the institution was not supportive of this type of instruction.

> *Yeah, so this is a difference I have with the university. They have this leadership and ethics flag, and they was to have me teach, OK, here's how they teach ethics: they assume the student has values, they want the student to be aware of those values, and they put the student in the dilemma where they put the student between this value and that value and then get the student to reason about it. To me that's not the best way. (MT)*
>
> *But it is very clear to me that it would be very difficult… now it depends on where it is… but at this particular school, design/ build is sort of a controversial practice. (NT)*
>
> *So I think diversity is a good thing. But are they getting enough of this kind of experience? I think I would generally say no. And, by the way, and I can certainly document the fact that they certainly think so too. That students would like to have a lot more. (NT)*
>
> *This university in particular has a policy that is a strong emphasis on social justice, but I think that overarching university goal has not played out in terms of policy where that facilitates faculty doing SL. I think there are bureaucracy barriers to that, um, which take place in the college level, in the department, and it varies from college to college. (PT)*

When I started, I tried to use some of the resources that are on the website, and I even tried to get those people to come and visit my classes, and have them come as professional for the graduate class. I was actually very unsuccessful in getting any help, or getting anything of value out of what the university was organizing. I think I got invited to President Powers' house for dinner one time and the reason was because I was teaching a SL course, so I got a dinner out of it, but um, and they gave me some kind of certificate, but I would say I did not get help or mentorship or guidance, but I do get requests to give them help. I get a lot of requests to participate in their monitoring of what they are doing, but there hasn't been a chance to share resources. I mean, they try to set those things up, but it comes across as an imposition, like I'm busy and I don't really have time to reinvent the wheel with you. I think there should be a three-day training in the summer where you can, you know, actually learn something on how to set this up. I mean, had I not had the opportunity to do that interdisciplinary opportunity to work with my colleagues in anthropology, I'd be flying much more by the seat of my pants. (OT)

Faculty statements also seemed to indicate that they believed that they were helping the university by utilizing instruction that the university, in their opinion, needs to be doing.

The people of Texas are paying my salary, so we are supported by the community, and when you have all this creativity, energy, enthusiasm, of youth harnessed, why would you not want to? (GL)

I see myself very much as a pluralist. I don't think that students get taught by a single faculty member, or a single set of ideas. But that it takes a faculty, in my view the more diverse the better. Cause, we are not a big school, we have no better than 600 students, but undergraduate and graduate. So I think diversity is a good thing. (NT)

Glen: So why you? Why are you the one to bring that in...(interrupted)
PT: If not me, who?

The faculty feel that they are providing a good service to the university through their teaching of social justice topics through their service learning courses. One specific comment seemed to summarize the faculty perceptions regarding the role within the university.

> *I think that's actually what the university actually wants you to do, even though it doesn't always seem like it. That is, it's kind of holding the institution to its own higher standards. (OT)*

As faculty OT, stated, the university wanted her to teach in this way, but the administration or structures of the university seemed to contradict this philosophy. Thus as a faculty member, she was doing a positive in helping the university meet its goals. This perception reflects what Ward (2003) stated was the emerging and changing roles of faculty in higher education in the modern era. Just as many of these faculty in this study were entering the academy, Boyer's (1996) engaged scholarship concept of making the academy more engaged in community issues and renewed commitment to civic responsibility was taking root in higher education movements (Chambers & Burkhardt, 2004; Colby et al., 2003; Pasque et al., 2006; Ward, 2003). Evidence of this movement to get universities to become more engaged are found within this university through the introductions of new programs and support for this type of teaching. The faculty views of the university and their roles suggest that they saw themselves as part of this trend, even if they did not refer to the change specifically. Also, the university's responses to becoming more of an engaged campus may also have been a factor in the recruitment and hiring of these particular faculty, giving support to how their personal background and academic interests may have had a part in their recruitment to the university motivated them to teach social justice lessons.

Another dimension of this theme are the faculty perceptions of how their role as an instructor and faculty member differed from other faculty's. This is explored in the next section.

Faculty Role

In this sub-section, I present faculty comments on how their experience in teaching of social justice compared to other faculty on campus, and how they integrated their unique place on campus with their identity as a member of a faculty. Their identity as a faculty member and their role in the faculty provide information on how this perception of their roles supported their motivation for social justice teaching.

Comparison to Other Faculty

Several faculty made reference to their role as a faculty member teaching social justice through service learning in comparison to other faculty.

> *Um, so I would definitely like to see more of it, but the opportunities are missed when folks sort of automatically do the lecture and don't ask the question, could this be done a different way? Is lecture the only way of folks learning? I think that unfortunately that the dilemma for other people is that it's publish or perish, um, I think that it's a short sighted way to say folks are being selfish, but when it's a paycheck and you got to eat and make a career for yourself, and you got a family (laugh), it's just too much, unfortunately for many faculty they don't have a life, all they do is sit in a lab and do research all day. (AL)*

> *No, I don't think it's something everyone should be doing, but I think the ones who enjoy this sphere or arena should definitely be doing it. I think there's room for improvement in that. (BL)*

> *And, like I said earlier, not a lot of professors do that at the university, so why not do that? Why not share that experience with someone. I mean perhaps it's scary for some people. Perhaps it's scary for some as a professor to really navigate those feelings on what are my students going to say about me? Are they going to like me, are they not going to like me? And that is not, for me, that's not a concern. I don't care if they like me or if they don't. It's all the same. What I want, is I want them to learn something about themselves. And I think a lot of people are afraid of that, they are afraid of their course instructor survey's will look like in the end, and I don't care what my course instructor surveys look like in the end. (EL)*

> *Honestly, I think I would be lacks as a professor if I did not do that. I know a lot of professors who would not do that, not just at UT, but across the board. It's uncomfortable for the professor. For most professors. It's not comfortable for lots of folks. (FL)*

The previous examples show faculty perceptions of how their approach to teaching was different from colleagues teaching. The theme expressed around their perceptions that they were adding a dimension to teaching and learning that other faculty were not. Connected to their personal history, this perception of providing a value added lesson on social justice topics helped motivate faculty to teach, as they saw their work as providing something students could not get without their efforts.

The comparison to other faculty seemed to be based on perceptions derived through interactions with other faculty. Some alluded to a notion that some colleagues may feel it important to include social justice lessons in their teaching, but that many do not support the idea of doing so. One particular tenured faculty member provided an example of how he was indeed challenged in his teaching of social justice. He had mentioned in the interview that he felt teaching social issues was "dangerous". When asked if he could clarify he offered the following:

> *Yes, I can. I've gotten into trouble with this before, I just wanted to talk about emotions in literature and your response to them, and put them in a course about 19th century autobiography, and what's so controversial about this? Well, as students are signing up for the class, someone in the College of Liberal Arts jerks the whole class right out of the computer, they are so terrified by this. Turns out, behind it all is a professor of psychology, says you don't have the right to talk about feelings. The Dean tried to intervene, but the prof wouldn't talk to me, even when he brought me physically to her, she would not talk with me. Professor of psychology. ... Shocked me, I can tell you that. (MT)*

Here he provided an example of how another faculty member had directly challenged his teaching. This was a unique case. This interview was my second interview conducted. I then asked questions of later interviewees if they had experienced any negativity directly from other faculty. All said no, but they alluded to how they felt other faculty members may disapprove of their teaching choices. In a later interview, a tenured faculty member offered his view on the experience of being an instructor who introduces social topics.

> *So sometimes the confusing part is that, uh, um, perhaps one of the reasons that people who do service learning isolate themselves is that faculty, whether consciously or unconsciously, um that they feel a need to expose students to things that they are not getting. In other words, I don't think you can understand that kind of pedagogy that I'm doing without understanding the school as a whole, right? So that works really well when you can convince your colleagues that you really respect what they do, right? But that you provide another view that helps fill out a curriculum. Now, some colleagues are mature and are able to handle that. Others, however, see it as an accusation and a threat. And sometimes it's hard to tell. (NT)*

Faculty member NT described the feeling of isolation from other faculty. Although the term *isolated* was unique, many faculty made comments on how their decision and motivation to include social justice lessons in their courses was perceived as different from most other faculty at the institution. Motivation for social justice teaching was connected to this sense of difference, and faculty appeared to draw strength from this role as they felt they provided important lessons that general faculty did not offer.

Comparison of Tenured and Lecturer Faculty

Through the exploration of these faculty perceptions of higher education, the university, and the faculty role, distinctions between tenured and lecture faculty emerged. When asked questions about their feelings on faculty who do not share their motivation to

include social justice lessons in their courses, participants made several references to the advantages of their roles as a lecturer or as a tenured member of the faculty. They also made some assumptions about the different classifications.

> *I have the suspicion that lecturers are more likely to teach SL and SL than tenured faculty. Is that true? (PT)*

Here, I provide some excerpts that depict different perceptions between lecture and tenured faculty.

Lecturer Faculty. Lecturer provided several examples on how their role in the faculty differed from tenured positions. Often, they commented on the responsibility of research and the focus on graduate work required of someone in a tenured position, and how the lack of these responsibilities for their role was supporting their motivation to include social justice lessons in their teaching.

> *I guess, they do have a lot of other things on their plate in terms of research so, you know, I'm actually really dedicated to undergraduate education, whereas, tenured faculty their focus really is graduate education, you know, so, someone has to be there for the undergraduate students, right? That's what the parents are expecting. That's what I would think. That's what I would be expecting, right?(DL)*

Motivation for teaching social justice instruction among lecturers was that many saw they were in a role of supporting undergraduate education, and could spend the time needed to help students learn the desired social justice lessons.

Tenured Faculty. Tenured faculty made few comparisons to lecturer positions, but rather often stated a connection of their social justice lessons to their research. Only tenured faculty tended to collect data on their instruction. There was only one lecturer

who collected data, and that activity was connected to a grant. Otherwise, tenured faculty tended either to collect data supporting their teaching, or had their social justice lessons directly related to or in conflict with their research, writing, or the tenure process.

> *In order to get through the tenure process I have to publish as much as anyone else. And in fact, I thought I had to publish more than anyone else, because I felt like I did activist research and activist courses, um, lead to more scrutiny, because there's a level of doubt as to whether it would count that it would be go. So I felt like that in order to be certain that I was going to get tenure, I had to publish more. And the level had to be very very high, there's was no fluff, all while teaching in a way that was more time consuming. Time was my biggest challenge (PT)*

> *So that one result of that, the general population, rightly or wrongly, began to see architects as self-indulgent artists. Who don't seem to be terribly concerned about the health and welfare of society as a whole. They are more interested more in heroic spaces for which the architect is lauded and heralded as the singular author. Anybody who knows anything about building, it takes hundreds or thousands of people to build a building. How could you have a single author? So, it um, that doesn't ring true. So how is it that we as architects came into this position and why do we teach our students this? So this is another reason why my position in this particular faculty tends to be somewhat controversial. As I tend to tell the profession, I tell my colleagues something that they really don't want to hear. So, actually, it's very hard to take it apart. In other words, it's a very holistic approach. So if I were just doing SL without that feeding into the research, then I would probably see it as more problematic. But the two sides fuel each other, which I think is a productive way to do. (NT)*

The comparison between tenured and lecture positions in their perceptions of how their roles influenced their motivation in teaching social justice lessons can be summarized in how the faculty members saw their position as a positive in doing their work. Lecturer participants viewed their role as allowing them more effectively to teach students social justice topics, whereas tenured faculty saw the relation to research and writing as supporting outcomes. Both see their respective roles as supporting their teaching.

Summary of Theme Two

Faculty reflected on how their choice to teach social justice lessons differed from the perceived traditional roles in higher education, at this specific university, and related to their colleagues. They took this difference as a support to their motivation in teaching social justice learning. They saw their approach to teaching as helping the university meet its mission, and in helping students learn what they and society really wanted students to learn. These differences were closely related or supported by their personal backgrounds. The different positions in academia and their unique backgrounds drove them to teach lessons they felt students needed to learn. In the next section, Theme Three, I will focus on faculty perceptions of what they believe students should be learning.

Theme Three: The Most Important Thing We Can Give Them: Perceived Desired Student Outcomes

Ward (2003) referenced a modern era in higher education where universities are moving to do more in the realm of civic engagement. She suggested that recent movements in the academy are pushing universities to support and expand works related to solving social problems. Boyer (1990) called on universities to expand their commitment to working on social issues. Universities have heeded this movement. At the university in which I conducted this study, similar efforts had been started to promote civic responsibility. This was summarized in the previous chapter. Faculty motivation to teach social justice lessons can be attributed to this movement, as many of the faculty echoed themes of the movement, and referred to related literature. A review of faculty

provided artifacts such as syllabi, assignment information, and resulting products of student work showed that faculty had included readings and references to the movement in higher education to become more socially responsible. This section will explore results from the data that focus on what faculty believed students should be learning, and how their courses deliver those outcomes.

"My First Job": Perceptions of what Student Need to Learn

When focusing on faculty motivation for teaching, the faculty members' background and professional identity were revealed through their desired outcomes for their students. When faculty were asked about why they taught social justice lessons in their courses, they reflected on their core purpose for the work. In this section, faculty desires for student learning are presented to gain an idea for the goal of their motivation.

> *I guess my first job is to get the students to get them to think critically, and then get them to encourage their peers to think critically, and think outside the box about these issues, because it's not that simple. I guess that's my point, to try and really complicate their thinking about the issues. So it's that way, I'm teaching them, I'm providing the literature for them to take with them to take them to the next level. (AL)*

> *They need to get involved in service learning because when they get working for corporations, they participate in giving back to the community, and if they don't know how to give back while they are in college, they are going to be bad employees once they start working in the real world. (CL)*

> *They are going to be members of the community. So. So, they need to, I just think they need to know about this, that there are people out there that are not like them, and community nutrition is a lot about low income, underserved people, and you know, you can have stars in your eyes about how you are going to change the world, and why we have this obesity, and until you get out there and see how the other half lives, you just don't really have a clue about what interventions might work. (DL)*

Well I just think it's important. I'm sorry, I just think you have to see the bigger world out there, I just don't know if I have a real handle on how students use their time, but I think a lot of it is spent on the computer, and they need to get out. Because sometimes they need a nudge. Kids are not connected to nature at all, as a matter of fact, they are scared of it. You know. So getting them outside, and I've done some of this in getting them outside. (DL)

In terms of creating a responsible citizen for the world, or for Texas, or whatever you want to call it, um, this is a way to help them to dig into some of those issues and dig into it for themselves, and this is a way to get them to do it. (EL)

I want to be sure that these young people learn enough about principles of good management, and psych principles, and that they'll do a good job out there, that they won't hurt people out there as managers. You know, so many times managers don't have much training in what they are doing, and I wanted to make sure that if these kids are out there as managers, and they will be, a degree from UT is a pretty straight shot to a job and to a leadership positions fairly early on. So it's a mission for me. (GL)

In the best-case scenario, they are becoming energized about their academic work, or another great aspect that I think is important, is that they realize that they don't want to be in graduate school. And they are leaving. And I think that's another excellent outcome. (OT)

This is a really basic problem we all have, when you are in a relationship with someone, with friends, or whatever, understanding from their point of view. And so it's really basic to the success of a human being. And uh, how many times have people sat down and rationalized about an ethical dilemma, I don't know, I doubt very many after they leave the class, but this is always there. (MT)

You can talk about social justice all day long, but if you really, and many students, even if they don't come from very privileged backgrounds, if they come from average middle class backgrounds, they may not have ever had an opportunity in their lives to really have hands on experience to work with people who are really disadvantaged in society. And maybe their parents' may have worked to avoid them having that contact, and protected them from that. College is where they get informed as individuals for adulthood, and I think it's a good topic, a good time for people to start to experience that. But, I think in fact, it is among the most important things we can give them. And um, will serve them over their lives, where many of the things they learn in their classes never will. (PT)

Many of their goals for student learning outcomes were focused on getting students to think about a social justice related topic, and to be active about doing something about a community issue. What is interesting is that these outcomes did not appear in the course descriptions or the course syllabus. Other outcomes are listed, but none about social justice topics. Faculty were asked if students would be aware of these desired outcomes when they register or enter the course. In this particular case, FL stated that the social justice lessons were not indicated in the course description, but she did discuss the goal during the first class, and provided a chance for students to drop the class once they understood the lessons.

> *Glen: Is that apparent in the syllabus or the class description? Is that clear in there?*
>
> *FL: You mean, are we going to explore ourselves…go through therapy (laughing), That's, no, the class description tells it's a service learning class, and tells what it is, it also states that we may be dealing with a lot of communities, we may be dealing with a local community, it may be nationally, But when they get the syllabus, uh, lets see, there are two full classes of 90 min each where we not only talk about their place in service learning, but we also talk about service learning in a regular class. And that's what we talk about; you can't do this class and get ready for a test. There won't be a test. You cannot try to give me the politically correct answer, you may do that in class, but when you get ready to get into community, you are going to have your back against the wall, and it will be seen what you really think about these things. And so, we spend a lot of time talking about that. I also give them at the very beginning of the semester the opportunity to drop this class. But to say these are the things that are going to be talked about, it's probably going to be uncomfortable, I probably am going to offend you, but honest to God, I tell that up front, you are probably going to offend me, I won't take it personally, someone's going to end up crying, somebody's going to get cussed out. If you are with me, welcome. If you want to leave, and do it another time, I don't take offence to that. I really mean that. Cause not everyone is ready for that. But they need plenty of time to drop a class and switch; you need to know what's going to be expected.*

Although faculty were able to define desired student learning outcomes in regards to social justice lessons, these lessons were seldom included in course documents. Many courses included information about a service component; however, they did not usually disclose the degree of expected personal reflection, discussion of personal values, or emotionally latent lessons that would be included in the course. In the example above, FL describes the lessons in her course as "therapy", in that she fully intended to create course experiences that would be emotionally charged and get students to examine their personal values. She intended to include these types of experiences in teaching social justice lessons in both of her courses regardless that her two courses covered very different content. Course documents such as syllabi and assignment forms only indicated a service requirement and information about course content. The documents did not include information about the desired social justice learning outcomes. Similarly, course documents from other courses did not describe or mention the specific desired learning outcomes faculty described in the interviews.

Social Justice Desired Outcomes Not Connected to Course Content

The learning outcomes the faculty desired in some cases were related to the topic of the course. However, a few faculty stated that they covered social justice topics that had limited connection to the course, and that even when they teach different courses, the same desire for social justice learning outcomes were included in these courses, regardless of content. To provide examples, here are two discussion excerpts from two faculty, the first form a lecturer:

Glen: So, the course, typically, is based on content, and you learn about content, and you move on. It seems your courses, although the content may be different, they are going to have this similar experience in self evaluation, so how do you explain that, as in why do you take that approach, when you could simply cover the content and it's less work on you

FL: Yes, yes it is.

Glen: You are actually adding a learning component to two different courses with similar personal learning experiences

FL: Right right. Yeah, it is a lot of extra work. It goes back to the whole idea of, do you learn something superficially, or do you really come out of there and say "my, that really was a life changing experience"? I want students, and I really want the faculty, I really want the experience to be deep, where they say, my gosh, this was a pivotal moment in my higher ed education, and that's why. And it is a lot of extra work, but because I enjoy it so much, I don't feel like it's extra work.

The next example came from a tenured faculty:

Glen: You believe in it strongly, and you are teaching an outcome that could be taught in any class, right? Its not necessarily content specific

PT: Right

Glen: what drives YOU to want to do that?

PT: Well, that's what I sort of began with, what I care about is social justice, and addressing inequality and inequity in society, and I think you combat that with direct action in the community. I also think it's important to do that by shaping the next generation, the next people who are going to be living in the world, and hopefully helping them understand how powers are working, how social inequities happen, and how they in fact, can play a role in mediating that social inequality. And hopefully these classes can encompass all of those things.

Glen: so would you say your motivation is to help the students adjust their thinking so they can act in a different way after school?

PT: yes, but I think I'm doing that in any class. But in a SL class, I think there's something more going on there, so for example, I teach the intro class in our department, and um, in that class where there is no community component, I'm trying to say here are a whole range of things that you understand what is natural and right about the world. Here's how they are really not really right, but are

> *social realities in the world that you are living. I think that has, I know that has a big impact on students, and I think it's an important impact to have. And I think having them work more directly in the community with people who are disadvantaged in relation to them, has a formative impact that is very different.*

In both examples, the faculty members indicated that they taught a social justice topic that was not necessarily connected to course content. The second faculty member stated that she taught an introductory course without service learning. Yet, she still included her desired social justice lessons in the course, even though the lessons are not necessarily connected to the course content. These examples provide a glimpse at the faculty motivation for including social justice lessons in their courses. Regardless of course content, they had strong convictions that the lessons should be included, even though there was no requirement for this or these social justice lessons would not necessarily be included if the course were taught by another faculty member. Thus, faculty seemed strongly motivated to include these lessons.

In most all cases, the social justice component had been included by the faculty member because of their own personal desires to teach these topics. The following are examples of how the faculty members introduced the social justice lessons.

> *It was a class that did exist, it was more of academic, "here's some information for you to learn" uh, "here's a table", but it really didn't emphasize a need to get out in the community and get involved, and getting and playing a role in becoming advocates for change. Uh, unfortunately being associated with the institution, we can't be doing advocacy in its purest sense, you know we aren't going to go to the state capital and fight for certain things, that would be nice, but uh, we are limited in that way. But as far as, uh, example, supporting the smoke free campus initiative, that's something we try to, uh, support, and those types of activities. That's different than what it was before. (AL)*

> *I don't know if it's different or how different it would be from a woman's and gender class, normally, because that's the content, but I would say that I do, because of (another professor's name) and because of the (community organization), I do spend a lot of time talking about the etiquette of community engagement, and the sort of the relationships between teaching and learning, power and privilege, activism between the campus and the community, and try to get them to understand that a good community engagement project is a you know, one that is built on mutuality, and not one built on theory happens here and all the activism happens here, but that you have a lot to learn when you apprentice with the people in the community, who have theories you don't have on how the world works. (OT)*

Here, faculty indicated that they introduced the social justice topics to their courses even though it was not required of them based on the course content. They seemed motivated to do so because of their personal interest and drive to teach students these lessons.

Summary of Theme Three

Faculty motivation can be better understood through viewing the desired learning outcomes faculty have for their students. Their true motivation seemed revealed through faculty articulating what they wanted students to understand when they left their course. Some examples showed how faculty wanted to see the students go through very transformative changes and to have very powerful experiences. Some indicated that they wanted to change lives, have this experience be one of the memorable points of the students' education. The faculty were highly motivated to create change in thinking and behavior in their students. Faculty desired these outcomes to the point of including the lessons in courses regardless of course content, having similar social justice lessons in all their courses regardless of topic, and had changing existing courses to include desired social justice topics.

Most of the faculty had been teaching social justice lessons throughout their careers. They articulated the desired outcomes and explained why they taught the way they did. The next theme explores what faculty had seen through their experiences in terms of student outcomes.

Theme Four: I See The Difference: Reflection Of Student Outcomes

The faculty in this study had experience in teaching social justice lessons through service learning. They expressed how they saw themselves as different when compared to prevalent views of higher education, the university, and their faculty role. Explored previously have been the various desired outcomes they wanted students to learn through the experiences they created in their classes. As discussed in Chapter Two, Bandura (1989) described self-efficacy as the belief about a person's inner ability to accomplish a task. He also stated that individuals can have increases in self-efficacy as they experience what they see as positive responses when they attempt a task. Zimmerman (1989) summarized Bandura's and other works in presenting that academic self-efficacy is built on varying beliefs in one's own personal, environmental, and behavioral abilities. In this study, faculty were motivated by their personal backgrounds, their academic environment, and their desired outcomes. A part yet to be explored is the behavior portion of their self-efficacy, in reflecting what happened with students when they attempted their task, or in this case, teaching social justice lessons through service learning. In this section, faculty responses to questions about what they had seen in their course around social justice lessons, and what they saw as outcomes for students are presented.

Reinforcement of Approach to Teaching

What participants reported seeing in their students seemed to reinforce their instructional beliefs. I have presented how faculty articulated in previous themes what they wanted to see students learn. The following are examples of what faculty saw as outcomes from their social justice instruction. Many of them discussed these outcomes, and how these reinforced their self-efficacy and motivation to continue to teach these lessons.

> *And for myself, because I know that's what works, you have to transform people, not just give them information that kind of makes them think more differently. (AL)*

> *What I've loved about it, is not just the quality of the writing, but if I showed you these things, they would bring a tear to your eyes. To hear to the degree these kids are taking this thing seriously, and to the degree to how they have become resources to one another, so not only do you have the vehicle for the reflection piece, but also an avenue for the virtual written water cooler, so everyone knows what's happening. (BL)*

> *Well, because its like, ah, maybe for 50% of the students they get something, some new insight. And I just like that… And I wrote down some things that students, I mean some insights that they have gotten from some of this stuff. Well, which they get the insight that they need to learn Spanish, that they need to learn skills, and that all jobs are important, that someone's got to do them, right? (DL)*

> *I just think that this is just, based on what I've read, based on what I've seen with my students, I think this is a better way of teaching a class. (EL)*

> *Because it takes courage to walk out and come back, and um, the light bulb comes on when they get it. I mean, I can't even describe that feeling, it's just the moment when I know that this is why I do what I do. And so, even as a grad student, when I would start teaching classes like this, I would often walk out of the class and think, "wow, they pay me to do this?" It's just so gratifying. To see them connect with each other, so that's why I do it. (FL)*

> *So, at any rate, I just got their first results of this experiment, and it's really powerful, really powerful, really something. (MT)*

Well, one thing I've noticed from previous classes, but this is the most closely bonded class I've ever had. I'm not taking credit for this, I set up the assignment, I didn't know this would happen. (MT)

It's anecdotal, but I certainly, and this is anecdotal, have had many students over the years tell me that this was the best class I took, that this class impacted me more than any other class that I took, that it has a different kind of impact that a regular class might have that only covers intellectual issues. (PT)

Oh, I have all kinds of data on this, which I'd be happy to show you. But one thing is how they respond to their evaluations, or in some focus groups using outside facilitators. It's actually quite striking. What students often say is that they come to realize it's not about me, it's not about my project, but it's about real people who have real names who have real problems, and it's about the city in a broader sense. (NT)

Here, faculty expressed positive outcomes based on their motivation to teach social justice lessons through service learning. Many connected to desired outcomes described in the third theme. Others noted outcomes that were not indicated as desired outcomes, but were desireable nonetheless. One faculty member expressed that about 50% of her students were observed as learning the desired lesson, and she was pleased with that outcome.

Emotional Reinforcement: Enjoyment in Unpleasant Situation

Many of the faculty indicated emotional outcomes from their instruction for themselves as well as for their students. All of the faculty indicated some level of enjoyment, while others also indicated that they did enjoy the experience, yet the experience of social justice instruction can be very emotionally charged. Anger, tension, and disliking of the faculty member were mentioned. However, these emotions always

tended to reinforce to the faculty that they were reaching their intended goals for student outcomes.

Enjoyment. All faculty indicated some level of enjoyment in this line of teaching. This is worth noting as all faculty did express this outcome. In the first few interviews I conducted, I asked faculty if they enjoyed these teaching experiences. As all of them agreed with the prompting question, in later interviews changed my approach to see if enjoyment would come up without asking about it directly. Regardless of the approach, all faculty indicated an enjoyment to their social justice instruction. Here are some examples of faculty expressing enjoyment with their instruction and outcomes.

> *Why have I stayed in this line of work? Because it's fun, because it has, because it has, its kind of subversive, because it's uh, it has the power, if you empower kids, it makes a difference. Working with people like this is infectious. It's certainly not a burden to be hanging with such talented people. I don't see it like I'm doing something grand or noble. So I don't think I'm making a sacrifice. (BL)*
>
> *I love teaching. I always tell my students that I'm here because of you. I'm a nobody but you've given me the where-with-all to come here and participate with you and interact with you, and I'm loving it. (CL)*
>
> *I really enjoy it. I mean I really think it's pretty fun, I'm pretty enthusiastic. (DL)*
>
> *I enjoy it a LOT! I enjoy it quite a bit. It's uh, a tremendous amount of fun. (EL)*
>
> *Yes, are you kidding? I will say this quietly (whispering to recorder,) I would do this for free. I would, I would do it for free, that's how much I enjoy it. (FL)*
>
> *And my own pleasure with my job, I want to be able to convey to graduate students that I don't experience being an academic is not a deadening hell hole, or I wouldn't do it, you know, that I actually love my job every day, and I think the reason is that I see everyday I see it as a vehicle for me to do what I think is important in the world. (OT)*

> *It's really enjoyable. I mean it's really fun. One thing that I've come to learn is that at the end of class, I'm really spent. Just exhausted. Cause it's intellectually, its very fast. There's a lot of quick give and take…. Absolutely I do. I have to say that I really enjoy the chance to teach. I genuinely enjoy it. But I'll say at the same time that I teach too much. (NT)*

As faculty may have enjoyed their instruction, several also mentioned how these lessons can be trying at times, classrooms can become tense or uncomfortable, and yet, they still indicated enjoyment.

Pretty Hot Topics: Enjoyment in the Face of Tension. Adams (2007) outlined approaches to teaching social justice topics in a college classroom. She presentec tips for running classroom discussions as the topics can excite tension and emotion among students. The pedagogy purposefully places students outside their comfort zone to discuss topics that may challenge previous beliefs or even values. Adams suggests that faculty spend time in preparing for leading these types of discussions. Guides, provided for faculty at this university's service learning support office website on planning a service learning course suggest faculty prepare students through pre-flection and reflection discussions on the topics (Volunteer and Service Learning Center, 2008). When asked about their preparation for these discussions that can get emotional in the classroom, most faculty commented that they did little to prepare, instead trusted their abilities to handle any discussion.

> *I guess it's like a second nature to me, so when I'm going to class, and I know this may be a pretty hot topic, it, to be honest, it kind of excites me, cause I like to see the energy in the students' eyes, I like the controversy for some students, for a lot of students for a period of time. I guess I feel more prepared for it because I am a therapist. (AL)*

I think it's important. Doesn't mean I always handle it just right, but I do believe in wading right in there and trying to be transparent about trying. (OT)

These charged classroom experiences around social justice topics occurred in some of the courses taught by these faculty. The emotional experience of the courses seemed to serve as a reinforcement for their motivation to teach. Below are some examples of faculty describing the emotions in the classroom, indicating some personal satisfaction from the emotionally charged classes.

Yeah, I keep them nice, I try to keep them respectful, but they can really get riled up, because for many of these students, they have different perceptions, they have never been exposed to certain things. Uh, they though this would be a class that just talked about alcohol and drugs, and they think about their own peer group, but when we get into these discussions it really challenges them to think differently about the problem. Uh, I don't definitely take the approach of "those poor little folks out there who are being ravaged by the big corporate companies" but we definitely try to get them to be empowered in making decisions and get them to think about how these things take place in the community. (AL)

I guess my first job is to get the students, to get them to think critically, and then get them to encourage their peers to think critically, and think outside the box about these issues, because it's not that simple as, I guess that's my point, to try and really complicate their thinking about the issues.

So yeah, that can be a little bit nerve wracking, a little tense. Because I don' t really know how they are going to react. I think I do, because I've taught it so many times, but I really don't know, and certainly people could react differently than what I'm expecting. So it can be tense, and nerve wracking. But it can also be exciting. There's a lot of positivity that can come from that. There are a lot of positives from seeing them have an experience from that where you see them break down a lot of their analytical side has to say, and you are getting down to the root to the core feelings around that, and its exciting, cause you get to see the other side of that. And uh, and people tend to feel very positive about the experience. Not all of them do. Some take a long time for them to come around. They are not ready for that change (EL)

Like, I've heard some crazy stuff. Like once I had a student say to me in the middle of a discussion, and he turned to me and said, I bet it must be really hard to being the first Black Dean at X college, because they probably hired you

because of Affirmative Action, right in the middle of a discussion. I wanted to pop this kid, not because it offended me, but because it, like don't try to deflect what we are doing here by that. That doesn't work. But to be able to deal with that, rise above, and say, OK, we can deal with that later, but right now we are in. (FL)

The students bring that back to class, and the discussions get very very lively. In the in to class, where we start talking about race, politics, social justice, and people freak out. Its great. When I start out the freshmen, I have ground rules telling them that I expect so much work, and to feel free to ask questions, and, make stories, and that if you have a question that others might not like, but its OK. So then they say things that does offend someone in the room, and then you feel pressure as you are the responsible one in the room. You are asking them to do something that they may never have done before, to go deeper about who they are, and that can be fun (PT)

And that tends to get, students pretty fired up, meaning that they tend to um become uh, even if its just for a short time, committed to what they are doing, and they work incredibly hard. I mean, architects as a culture work very hard, I mean much harder than anyone else on campus. I can think, I could probably say that these students work even harder. Because they recognize it's not just about them. You know, the last couple of studios I've done is where they are building houses for someone they know. And have gotten to know a little bit, or community groups that they see its real. A common response is, "it's really wonderful to do something that's really real." (NT)

In contrast, two faculty stated that they avoid talking directly about social justice issues in their classes so as to avoid unpleasant discussions. They reported they do teach about the topics, but keep the discussions neutral to avoid emotional discussions. Following are some excerpts from faculty responses when asked about students having emotional discussions around social justice topics that come up in their classes.

No, not at all, it's about giving people who are exploring. When I make them go to the volunteer center to see, because many of them have not been to the volunteer center, and I told them I'm ashamed that they have never been to the volunteer center, that they in urban studies had never been there to that center, that you need to go there. . I also make them go to the workforce center, when you leave here and you lose a job, do you know how to look for a job after you lose a job? Volunteer opportunities, you know that companies and nonprofits

> *post their service opportunities there, so if you want to volunteer, then you need to learn how to do this. (CL)*

Faculty CL transformed social justice issue knowledge into professional skills, rather than explore the topics themselves. He felt the importance was not on discussing the topics, but rather realizing that they needed to use their knowledge of social issues in order to get a good job. Then, after again being questioned about how students learn about social justice topics, he seemed to suggest that the topics are important, but he did not include these discussions in his class.

> *Some of that comes up in the projects they work with, that some of the nonprofits they work with that were historically black organizations, and they work with them to help them do some grants and proposals for funding to do rehab on a building. And those issues come up that don't normally come up in a classroom, which I think that should come up in a classroom. When you start working on an issue like race, that's occurring in the workforce. I think that is occurring in the classroom more, and I think it's good that they have those discussions in the classroom so they are prepared for it. (CL)*

Another participant also stated that she did not include social justice topics, but later in the interview commented on the social justice learning going on in her class.

> *You know (pause), I would say (pause), no. We have not done anything about social justice. (pause). I just don't know if I even want to go there. I know there's a class out there on poverty and in social work. I know we can't solve poverty with a food drive, and actually, it has actually crossed my mind this semester when one of my student's power point pointed to the other professors was that we can fix this (hunger) through a food drive. And I thought, they really didn't mean to say that, right? I made them change it, but maybe I need to, I mean we are kind of, in food nutrition, we are kind of more, seems to me, be more of the slant, other than social justice, seems to be is sustainability. So if you want to say that's part of social justice.(DL)*

Then later in the interview, DL talked about student learning, and she hinted that she was teaching students about some aspects of social justice, yet, it seemed that she was not sure if she believed in her goals of social justice learning outcomes.

> *Well, first of all that there's a real need out there for nutrition services. It's hard to imagine that people can't figure that out for themselves (laugh), I mean, the people we are talking to. And, the other thing I want them to get out of it is that it's satisfying, that it's good that it's not all just about you. You know you get that more from the guys than the girls, I think. And I wrote down some things that students, I mean some insights that they have gotten from some of this stuff. Well, they get the insight that they need to learn Spanish, that they need to learn skills, and that all jobs are important, that someone's got to do them, right? And the other one that is kind of interesting is not to make value judgments about people. Things like, well, it's kind of hard when you have people who are coming to the food pantries who come up in nice cars, and you wonder how can you be affording to have such a nice car? What sort of choices are you making? You know; so that's what one of the students, judge now… but on the other hand, I'm not so sure. Right? So I think that's more of the republican mentality, pull yourself up by your own bootstraps, or are we the nanny state? And uh, and that's so, uh, but I guess that's something that I, would that be a good classroom topic? But, I'll tell you what, and I've heard it from people who do the catch program, which is the coordinated program for child health, and they did the original research and they are kind of policy wonks, and they have no clue, when you hear it from the people who are on the ground in the schools that do the catch curriculum. There is a world of difference between policy and actual doing. Like, they have no idea how people's literacy levels, and like, you have to get people out there to see, oh, I really need to change the words I use, and that's a big part of this class. You don't want to call it "dumbing down" but it is basically presenting things in a more understandable format that gets the, so that's sort of an awareness of other people. That kind of goes through the class, you know, like, well, how many people really have college educations throughout the country. You might think everyone does since everyone you know has one, but that's not the case. Travis County, about 40 % of Travis County has a degree, but the general population has like what, 20%? So, it's just important for students to get out there and see. (DL)*

Faculty member DL had clearly desired outcomes she had expressed for the students. However, when asked about how her lessons came out in the classroom and how she

taught on the topic, she was unsure of herself and her ability to discuss these issues. Astin and team (2000) indicated that the faculty member's interaction with students on social outcomes was critical in how students learn. As DL expressed, about 50% of her students learned the desired lesson. She saw this as a positive, though reaching only half of one's student's may seem low given how strongly she desired the outcomes about students becoming active in community. Yet, regardless of the success of student learning, she saw these outcomes as positives, and they reinforced her desire to teach a course like this.

Contrasting Self-efficacy for Social Justice teaching. The following two excerpts from faculty explore how they prepared themselves for teaching lessons for emotionally charged discussions. What is interesting is that they discussed finding their skills to help students learn based on opposing techniques they had learned about from their involvement in the course discussion. One stated that he had learned to become more personally dedicated to the emotion and sharing in the discussions, whereas the other faculty member stated how she had to back off emotionally in order to help students learn. First the example of more emotional involvement:

> *It's changed me, it's changed who I am, very profoundly. I've had the opportunity to interact with a group of individuals who, that, I saw who had a phenomenal amount of potential, and um, experiencing that and seeing them and watching them go out and make a difference in peoples lives in a very positive way. That really really made me reflect, made me take things much more seriously. About the way I taught, yes. And, there's, Diane Ravage, who wrote about how you have to really share yourself with your students. I remember reading that during the first time I taught this class, and thinking, "I'm not going to do that, I'm not going to reveal my deep feelings. And then, the second year I read it again, and I thought that maybe I was avoiding it because I was scared of it, and I read it again, and that was a moment when I thought maybe she's right,*

> *and if I don't let go then, I'm just playing, then I'm just having fun. So then it went from having fun to being really, really serious. And really trying to do something that was important for me. So, perhaps, psychologically for me, it was also a moment when I started taking it just as serious as those kids. (EL)*

Second, the example of pulling back emotionally:

> *I see myself as a facilitator I tell people that I like to help them hear each other. All bring something to the room to talk about and share, but they don't hear each other. So, what I say to faculty, is that it's a skill to take yourself, your emotion out of the fray, to be there to help people connect, to help people hear each other. Like, I've heard some crazy stuff. Like once I had a student say to me in the middle of a discussion, and he turned to me and said, I bet it must be really hard to being the first Black Dean at X college, because they probably hired you because of Affirmative Action, right in the middle of a discussion. I wanted to pop this kid, not because it offended me, but because it, like don't try to deflect what we are doing here by that. That doesn't work. But to be able to deal with that, rise above, and say, OK, we can deal with that later, but right now we are in.. , that's a skill that I hope to develop. I do enjoy it now. Once I learned to remove my emotions from that, then it became enjoyable. You talk about identity development, if I were in that conflict stage, I would have grabbed that guy, but I've moved beyond that, so now it's easier to move and say let's stay right where we are. (FL)*

In these examples, how they chose to engage students and how they prepared personally for this type of instruction may seem contradictory. Given that they were different individuals in different departments, different courses, and other variables, one cannot conclude anything about teaching from just two examples. However, when it comes to the instructors' motivation, these participants were able to describe how they had placed themselves in the discussion and how that feedback had reinforced their desire to continue to teach social justice lessons.

As an example of gaining motivation from some negative responses, the following show how some faculty had learned to acknowledge conflicts and even

negative personal reactions to their teaching. However, the faculty still seemed to pull out positives from the experiences, with the negative responses actually encouraging their motivation to teach social justice.

> *Well (laughing), I mean, yeah. It's enjoyable. I think it's important to let go to have any desire to have the students like you. Like I had to let that go that not all students will like you, that's that is not the idea to change them. And I've found that event the most resistant students in the class, that might object to everything you say, there's always going to be students who say I'm a communist, get her out of here. But down the road, things will still be in their mind. You know, they may reject them their whole lives, but it's still in their mind. Someone has said it, someone brought it up. Because so often their ideas about the way things are has never been questioned like that. (PT)*

> *I mean, among the graduate students, uh that can make them really not like the class, as in my insistence that we do slow down and attend to differences and conflict, and people are not used to having to do that in a class. And no matter how much you tell them that we will have to do this in this class, you don't necessarily like it, you don't have to, in the abstract they would say that it is valuable. I mean, with the ability to deal with issues like when someone thinks someone said something racist, I mean, that's uncomfortable for everybody, and some don't like to have to slow down and live with that discomfort. But you know, I personally think that now this is something I can offer you as an educational experience that not everyone has the experience or skills to help mediate or facilitate, so we are going to do this, and you are going to hate this and hate me, but I still think it's valuable. (OT)*

These faculty shared that regardless of student conflict and negative personal reactions to them, they saw their brand of teaching as a positive and a reinforcement to the needs to teach social justice lessons.

Summary of Theme Four

These emotional connections to the class energized the faculty members, and reinforced for them that their approach to teaching with social justice lessons were a positive choice. It would have been helpful to have gotten insights from faculty who had

taught social justice lessons through service learning, and through their experience had stopped because of the negative outcomes. After some analysis, I did look for ways to identify faculty who may have stopped teaching service learning. I contacted the Volunteer and Service Learning Center to ask about identifying faculty who had stopped, but they were unable to identify any faculty. In my experience as the campus coordinator for service learning, I had not known any faculty to have stopped using service learning. I also inquired from some of the faculty who participated in this study, and they could not name faculty they know who had stopped. However, I believe it is likely that such faculty exist, and that it would be of interest to gain their input as a contrast to this theme.

This theme on seeing a difference as reflected in student outcomes provides a description of the moments when motivation from personal background intersects with faculty identity and perceptions of what students need to learn that culminate in the manifestation of teaching social justice lessons in the classroom. The experience faculty described was positive in terms of what they expected and in some cases, highly energized exchanges. Resulting from these experience were reinforcements of faculty perceptions of what students needed to learn as well as support and positively rewarded of faculty views about the goal and purpose of higher education.

Summary of Themes

The four theme of 1) *Sharecroppers, Teachers, and Preachers*: Personal Background; 2) *Heretic in the Church of Reason:* Individual identity and role as faculty; 3) *The Most Important Thing We Can Give Them*: Perceived Desired Student Outcomes; and 4) *I See the Difference*: Reflection of Student Outcomes were examined in this

section in reference to faculty motivation to teach social justice lessons in their service learning courses. Resulting from analysis, the personal background theme supported the other themes as a base for motivation. Faculty identity and role were connected to background. A common concept for this theme was the way faculty tended to see themselves as different from other faculty in their views of higher education, the university, and their field. These backgrounds and perceptions of academia helped to formulate desired student learning outcomes, which were reinforced by how they viewed actual student outcomes. These phases helped formulate a theoretical concept or model that helps provide an explanation for the core concept of faculty motivation for teaching social justice lessons.

Theoretical Model

The research questions for this study were aimed at gaining an understanding of faculty's perceptions, motivations, and experiences associated with teaching social justice topics in higher education, and of their views of the impact of their teaching on students. The study was designed to provide a baseline conceptualization of the faculty experience in teaching social justice lessons. In the previous sections, four main themes that were identified through analysis of the interviews with eleven faculty were examined. These themes helped provide an understanding of the core concept of faculty motivation in teaching social justice lessons. The themes became the building blocks of a model on faculty motivation for teaching social justice lessons.

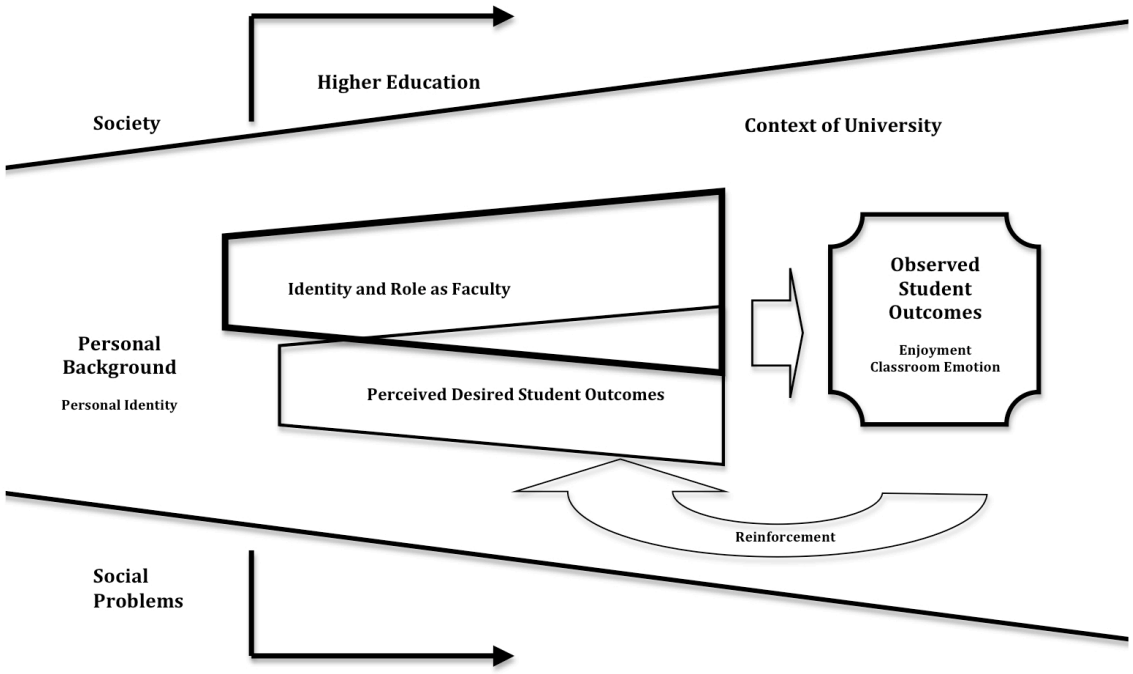

Figure 1: Standard Model of Faculty Motivation for Social Justice Teaching in Higher Education

Personal Background. In this model, faculty personal background, which includes their past experiences and identities, is seen as the backdrop for the other themes. Personal background is represented as the large shape background space with expanding sides. There are no beginnings or ends as this represents time connected to a narrower past and moving toward a larger future representing growth and expansion of experiences over time. As life experiences keep occurring, the personal background also keeps expanding through the experiences of instruction. The smaller shapes within personal background represent other themes of motivation, including perceptions of the faculty role, perceptions of what students need to be learning about social justice, and the

instructional moment, which includes student outcomes. These experiences add to the overall make up of the personal background of the faculty member.

The placement of personal background in this model represents participants' perceptions about how they had pulled from their personal experiences as part of their motivation to teach social justice. For example, faculty member AL provided an example of this interaction with personal background as he explained motivation to teach social justice "Oh yeah, I, that's a personal value, there's a connectivity between my personal and professional life, I think that for some folks that's a natural division, so do their work and then when they leave work, they go home, and there's no connection; but for me, I feel that I feel a certain sense of continuity, but I feel connected, whether it's my religion, my life at home with my family, there are certain pieces there that are consistent, but that's the way I do my life." Others exemplified the role of personal background and its connection to other themes, such as tenured faculty PT who stated that social justice teaching is just a part of her. "You know it's just one of those things that I think that again it has to do with who I am. I'm not interested in being a professor and getting tenure if I can do the kind of work that I care about. So, I couldn't let go of it even during the tenure process, it would have lost meaning for me. I mean, there are many people who think this way, but have made strategic decisions to wait five to six years to get through the tenure process, in order to do that." These examples show how personal history needs to be represented in the model as a place from which other themes originate.

Around personal history are the social issues that become the topics of the social justice lessons. For each faculty member, the degree and connection to the social issues varied. I have represented it here as around the personal history, as the personal histories were influences and included pieces of the greater social realities around their personal background. In addition, a sphere behind personal background also includes the setting of higher education. Like social issues, the personal experience and their faculty identity were based within a social realm that includes higher education.

Faculty Role. Faculty roles are depicted in this model as within the personal background. Like the background, faculty role is shown as expanding in the same direction as the personal history. As faculty experience outcomes from their teaching of social justice, these experiences help shape and expand their identity as a faculty member. Thus, the faculty role cannot be depicted as a simple box, as it is expanding and changing like the personal background. The faculty role space includes the various identities that are connected to their field as well as their role as either a lecturer or tenured faculty.

Perceived Desired Student Outcomes. The space that depicts perceived desired student outcomes has a similar shape as the faculty role, but does not overlap the same space in the model. The perceived desired student outcomes are part of faculty motivation for teaching social justice lessons, connected to faculty role, but apart from the faculty role. Faculty shared examples of what they wanted to see students learn through the social justice lessons. Several indicated that the lessons or desired outcomes were not necessarily connected to course content. Other reflections on perceived desired

student outcomes were connected to personal background, what helped them to become faculty in the first place. The overlap represents where the desired outcomes connect with the faculty role. Combining sources of motivation from how they identify with the faculty role with desired student outcomes. This connection helped motivate faculty to take on extra work and hours to introduce social justice instruction to their students. Like the faculty role and personal background, the perceived desired student outcomes are not in a box, but also in a shape that shows growth and expansion through experience, as this aspect of motivation is supported and expanded by observing student outcomes.

Reflection of Student Outcomes. The motivation to teach social justice lessons comes together grounded in personal background, aspects of faculty role, and perceived desired student outcomes manifesting into the act of instruction, indicated by the arrow in the model. The arrow points to a box depicting observed student outcomes, which in the process was from where faculty saw students internalizing and responding to the social justice topics covered. These observations would include the emotion from students, their actions in service, their written reflections in assignments, and emotion faculty experienced. These observations reinforced the desired student outcomes and faculty role, which keeps the process moving and expanding over time. This experience and reinforcement become part of the expanding personal background that continues to provide an expanded base for faculty motivation for social justice learning.

Space and Time. Because faculty motivations were based in personal background that was unique to each faculty member who taught social justice, this model has to be seen as a snapshot of faculty motivation in a particular space and time. Depending on the

faculty experiences, background, years of instruction, faculty rank, and other factors, there may be a shift in the way the various themes interact for each faculty member in any given space and time. As stated in the methodological fit section in Chapter Three, grounded theory is founded in Pragmatism, a philosophy that looks at knowledge not so much as a truth, but as understandings that are provisional in time (Corbin & Strauss, 2008). Given the changing dynamics impacting personal history, faculty role, desired student outcomes, observed student outcomes, and other factors, qualitative investigations should be understood as a depiction of the phenomenon within a particular space and time (Corbin & Strauss, 2008). In this model, the interactions of faculty role and desired student outcomes will be different for any one faculty. Some faculty here had more narrow or not very clear views of what they wanted for students to get out of the lessons. For some, the desired outcomes were very clear, and preceded their faculty careers. Others had a stronger sense of their faculty role and stated that desired outcomes evolved through their faculty career. In these various cases, the placement and interaction of the themes in their motivation for social justice teaching would be different.

Figure 2 shows the model for a faculty member who has come to higher education with a purpose of teaching social justice lessons to students. This faculty member may have come to the academy motivated first to teach students about social justice lessons and found his or her field of work second. In this study, faculty PT fit this description as an individual who was lead into higher education by his social justice instructional approach. Her identity as Native American and her identity as an activist led her to

obtain a doctorate in a field where she immediately began to infuse social justice lessons through service learning, and had continued to do so through the tenure process.

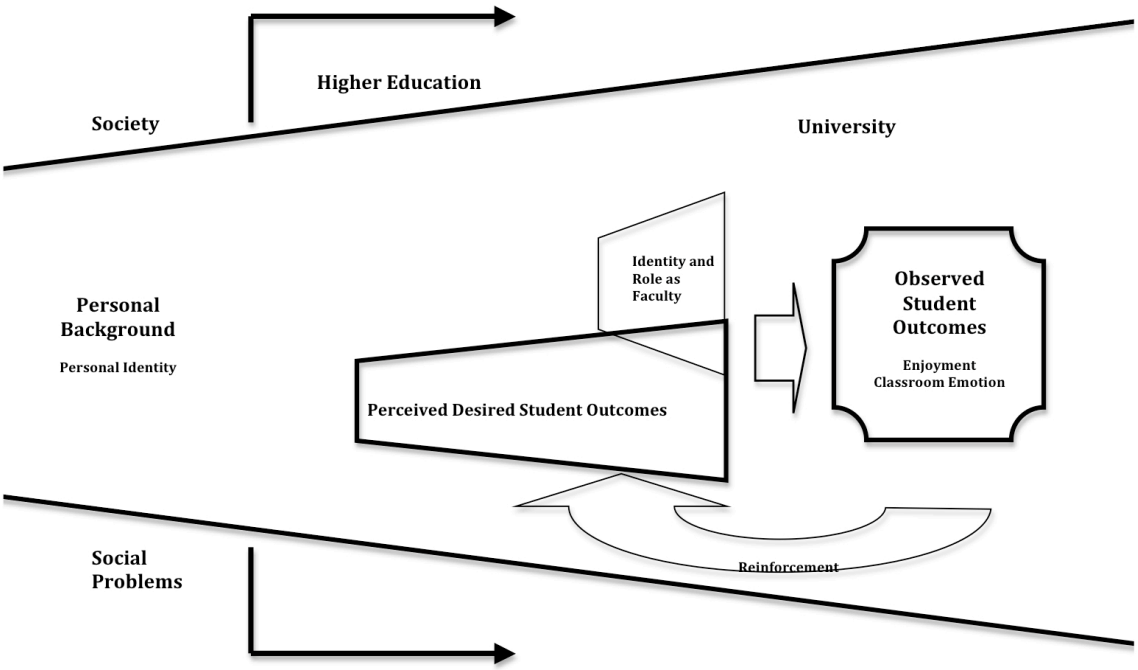

Figure 2: Faculty Motivation for Social Justice Teaching for New Faculty with Social Justice Background

In this model example, the faculty identity is shorter and smaller depicting late arrival to academia, coming to teaching with a stronger social justice purpose.

In Figure 3, this model shows a contrasting possibility, with the faculty member having a stronger identity in the faculty role, and deciding to introduce social justice teaching after formulating longer experiences of perhaps touching on the topic. Not until

later has this faculty found a way to connect teaching and social justice instruction through service learning.

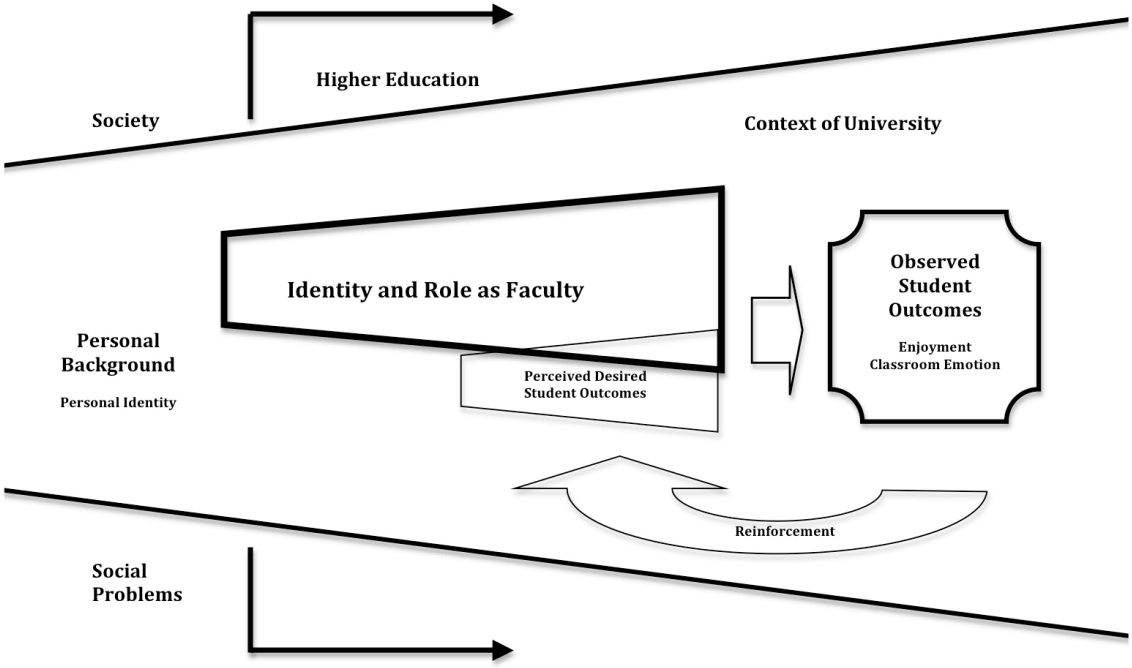

Figure 3: Faculty Motivation for Social Justice Teaching with Strong Academic Background

In this model, the faculty identity is stronger in the motivation, the desired learning outcomes come later, and the ideas of social justice and instruction grow in the motivation. In this study, faculty MT exemplifies this model. He changed his connection to nature and began to get involved with religious connections after starting his academic career. These factors combined later in his career leading to the introduction of social justice teaching. These two variations of the model for motivation for social justice

teaching were provided to illustrate how motivation can be different in levels for each faculty member, even if they all include the same four key themes.

In summary, the model presented here provides an illustration of faculty motivation for teaching social justice lessons in higher education. Important themes include faculty personal background, faculty perceived role, perceived desired student outcomes that are reinforced by observed student learning outcomes, classroom emotions, and reflection.

Summary of Results

This chapter presented the results from data collected from 11 faculty who taught social justice lessons through service learning courses. I began with a summary of the resulting model, and then moved to descriptions of the core four themes of 1) *Sharecroppers, Teachers, and Preachers*: Personal Background; 2) *Heretic in the Church of Reason:* Individual identity and role as faculty; 3) *The Most Important Thing We Can Give Them*: Perceived Desired Student Outcomes; and 4) *I See the Difference*: Reflection of Student Outcomes. The themes helped provide an understanding of the core concept of faculty motivation for social justice instruction, and a model of the concept was presented and described. Examples were provided to show how the model is not rigid, but flexible depending on the individual faculty. However, regardless of individual variation, the key themes still are factors in faculty motivation. In the following chapter, the results of the study will be discussed including discussion of the findings, limitations of the study, implications of the findings, and suggestions for future research.

CHAPTER V: DISCUSSION

The purpose of this study was to explore faculty motivation in teaching social justice lessons in content courses that have a community engagement component. Particularly I focused on why faculty would choose, when it was not required by the content of the course, to teach what has been described as difficult social topics on difficult issues such as race, sexism, poverty, and other issues.

Throughout the analysis presented in Chapter Four, I focused on the data to explore what faculty believed students should learn about social justice issues, what they had learned through their experiences, and how those experiences had influenced their motivation to continue to teach social justice lessons. I also focused on the individuals' backgrounds and the impact their personal backgrounds had on their motivation. Resulting from analysis were four core themes of faculty motivation for social justice instruction organized around a central phenomenon that I labeled as *faculty motivation for social justice teaching*. Personal background was found to be the foundation of the motivation, supported by specific aspects of the faculty members' identities or previous experiences with social justice topics. From their personal backgrounds, faculty developed opinions of what students needed to learn in regards to social justice issues, and in some cases focused on teaching these lessons even if the lessons were not part of the official course descriptions. Also developing and emanating from their personal backgrounds were their perceptions of their role in higher education and as a member of the faculty.

A combination of these themes resulted in the act of teaching social justice lessons, which were found in some cases to be highly emotionally charged classroom occurrences. Faculty described class discussions as *tense, highly charged*, and *lively*. Yet, despite the tension and emotional outpouring in the classroom, often in the form of anger and sadness, faculty repetitively expressed a personal joy with the teaching. All faculty commented on the joy they received from teaching social justice topics. Faculty seemed to observe student emotions, both negative and positive, as a reinforcement demonstrating that students were engaged and learning about desired social issues. As the model indicated, faculty participants' motivation was reciprocally impacted by the teaching experience. They interpreted the outcomes as positive, and this observation reinforced their motivation to continue teaching social justice lessons.

In this chapter, I begin with summaries and a discussion of the findings organized by the research questions that guided my study. I then go on to explain the limitations of the study, examine the implications of the results for practitioners, and suggest possible further research.

Discussion of the Findings

There has been an increase in movements to reconnect community engagement with the focus on knowledge growth and scholarship for higher education. This community engagement focus has led to institutions to attempt to integrate social justice-related lessons across the curriculum by recruiting faculty to integrate social justice lessons in their courses (Boyer, 1996; O'Grady, 2000). Over the past few decades, universities have committed financial and personnel resources to promote and expand

social justice related learning outcomes (Campus Compact, 2008). In the writings associated with this movement, faculty have often been cited as key to the introduction of social justice lessons into the curriculum (Astin et al., 2000; Bloomgarden & O'Meara, 2007; Pasque, 2006). A substantial amount of research has focused on student learning outcomes of social justice lessons (Eyler & Giles, 1999; Eyler, Giles, Stenson, & Gray, 2001). However, there were no previous studies that had examined the experience of the faculty members who taught these courses and who led these lessons. The purpose of this study was to understand faculty experiences in teaching social justice lessons, and faculty perceptions of what students learn through their instruction on social justice lessons.

Motivation to Teach

The faculty participants in this study were driven to teach social justice lessons. They were driven to teach students lessons the faculty believed were important for the students to learn. The use of service learning pedagogy placed students in a physical and active experience in the community designed to help students gain a strong understanding of the social justice issues the faculty members desired them to learn. Faculty commented that this pedagogy required a considerable amount of time over other forms of instruction. Personal background, faculty perceptions of their role as faculty, desired student learning outcomes, and reflection on observed outcomes were found in this study to be the core themes contributing to and making up faculty motivation.

Colbeck, Cabrera, and Marine (2002) conducted a study on faculty motivation using Ford's (1992) Motivational System's Theory (MST) as a framework to investigate

how varying motivational patterns influenced faculty use of traditional teaching practices of lecture and small group assignments in engineering courses. Their results showed that faculty motivation was based on personal backgrounds, training, experiences, and teaching goals. Motivational Systems Theory (Ford, 1992) focuses on three basic components of motivational patterns: personal goals, personal agency beliefs, and emotional arousal processes. Similar to my study, personal goals are based on the faculty member's background. Colbeck, Cabrera, and Marine (2002) suggested that faculty backgrounds were limited to similar experiences as a student themselves in informing them how to teach. Personal agency beliefs referred to the individual's thoughts related to a goal the individual wants to achieve. The personal agency beliefs were described as including two belief processes: beliefs about personal capabilities and beliefs about support from the environment. Colbeck, Cabrera, and Marine (2002) related this to Bandura's (1989) self-efficacy expectations. In Colbeck, Cabrera, and Marine's (2002) study, the concept is similar to what in my study was labeled *faculty perceived desired student outcomes* and *faculty perceived role in higher education and as instructor*. In their study, the emotional component of MST was suggested as salient when immediate action is required. Colbeck, Cabrera, and Marine (2002) found that faculty became emotionally charged when they reported a feeling that students were getting involved in their learning. The emotion around the learning experience helped motivate faculty to become more involved in the learning process, suggesting that the emotion was key to instructors moving from lecture to more engaging group activities. These findings could be related to my finding that the teaching and observation of student outcomes were often

emotionally charged, leading to the reinforcement of the teaching practice on social justice topics.

Emotion in Teaching

In my study, all faculty referred to their sense of enjoyment or joy around the teaching of social justice lessons. Most commented about how their classes would get "emotionally charged" or "lively" during classroom discussions around social justice topics. Motivational theories have related emotion and emotional regulation ability to outcomes in quality, effort, and degree to which students strive to learn (Schutz & Davis, 2000; Garner, 2010). Positive emotional experiences for students have been shown to improve recall and support motivation to focus on learning (Garner, 2010). Blankstein, Toner, and Flett (1989) showed that emotion related to learning can detract students from learning due to the emotions taking up attention capacity on a topic. In my study, emotions reinforced faculty motivation to teach social justice lessons, but also may have detracted faculty from focusing on learning outcomes. Some faculty discussed how their classes would get emotionally charged, and how some students would get angry over the content. One indicated that only 50% of students learned the desired social justice outcomes. Emotions may have impacted student learning positively or negatively, but emotions may also have detracted faculty from comprehending the impact of the lessons on their students.

Doing Things Differently – Teaching Against the Grain

Elizabeth Aaronsohn (1996) expressed a need for teachers to change their approach in the classroom from a teacher-centered format to a student-centered teaching

approach. She argues that teachers should engage students within the context of students' environment, and nurture students as they grow and learn over viewing teaching as the act of simply disseminating knowledge. She referred to this approach as "going against the grain" of traditional teaching. In this study, faculty echoed this sentiment of going against the grain, as they were aware of how their approaches to student learning and goals for student outcomes were different from what they perceived as the teaching approach of other faculty. Faculty in this study often commented about how their use of service learning to focus on social justice topics was different, and that they were providing an educational experience that students would not get without their approach. William Ayers (2003) proposed what he termed as a progressive approach to teaching in which the teacher embraces a student-centered approach and allows students the space to learn about themselves, free from the prescribed approach of teacher dominated classrooms. He suggested that instructors open the classroom to discussions allowing students to express their views of lessons, learning, and the world (Ayers, 2001). In this study, faculty viewed themselves in their faculty roles as teaching against traditional methods. The faculty seemed to embrace the idea of teaching against traditional approaches. Several faculty mentioned reactions from other faculty in regards to their use of service learning and focus on social justice topics. Some of the reported reactions were negative, stating that the faculty in this study felt isolated or unsupported by the university. Yet, many stated that they felt their different approaches to teaching were helping enhance student learning, helping the university meet its social mission, adding variety to instruction offered in their department, and helping with the social mission of

higher education. This finding on faculty perceived difference is important in creating programs that would recruit and support faculty who each social justice lessons through service learning. Support mechanisms would need to be geared away from traditional faculty support approaches.

I found a sense of heroism among some faculty in regards to their teaching against the grain. Statements included phrases such as "if not me, then who", "I give them the things they really need", "what's the point of higher education if" there was no focus on social justice, and "I'm making them (students) take a stand on who they are". These phrases suggest that faculty see themselves as serving a role in helping students in a way that others would not to, as if they were contributing a public good to their students. Heroism represents an ideal virtue resulting in high forms of civic action (Walker, Frimer, & Dunlop, 2010). Franco, Blau and Zimbardo (2011) warned that heroism can have a negative side, in that acts that may be altruistic from the start, anchored in personal background and belief, can shift to acts of self-centered support or reinforcement of action where the individual begins to gain personal social rewards for their heroic acts. Although faculty in my study sounded sincere and modest about their motivation, there were hints of what Franco, Blau and Zimbardo (2011) warned against.

Expansive and Flexible Motivation

The model developed from this study is presented with each theme depicted within wedge shapes, where the themes are show as expanding through time. These depictions were necessary as the data analysis showed that faculty motivation seemed to be expanding as experience occurred. Faculty continued to teach social justice lessons

through service learning because their perceptions of what students needed to learn and their faculty roles were enhanced and positively rewarded through the observed outcomes from their teaching. These experiences also informed and impacted individual's personal experiences and background. As time goes on, faculty perceptions of their role as educators, and their perceptions of what students need to learn seems to expand with each new experience. The model was developed to provide context of faculty motivation based on any given time. It was not meant to be a stagnant explanation of faculty motivation. Depending on the individual's personal background, experience with teaching and/or with social justice experiences, the size and scope of the various themes may change in size and impact on faculty motivation. Some may have a smaller space for their perceptions on faculty role as they have yet to have more than a year of teaching experience, but their perceptions of what students need to learn may have been a factor for their entry into academia in the first place. Thus the space for perceptions of what students need to learn may be fairly large. As discussed in Chapter Four, the opposite may be true. In years to come, and as long as the practice remains positively reinforces, the size of each theme space may change. This changing of theme impact on motivation is important as it demonstrates that faculty motivation for social justice teaching will have a consistent set of themes, but that the degree of each theme's impact on faculty motivation will be unique between faculty and from time to time. Polices and efforts geared to promote faculty teaching on social justice lessons would need to take this flexibility into account, and that one approach for all faculty may not be as effective.

Limitations

As with any qualitative study, one limitation is the limited generalizability from these results to other faculty members or institutions that might have service learning represented on campus. Because of a lack of previous research on the issue of faculty experience of service learning, this study had to be designed as an exploratory study to gain an understanding of faculty motivation in introducing social justice lessons in their classrooms. This is not necessarily a limitation of the current study, but because of the need for understanding faculty motivations for social justice instruction at a time when many resources are being focused on expanding social justice lessons, there is need for more generalizable studies.

The study is also limited because it focused on faculty who taught social justice lessons through service learning pedagogy, and did not provide insight for faculty who teach social justice lessons without the service learning structure. The reason for this was a need to have some consistent structure for teaching social justice lessons in courses in which the main topic of the class is not social justice. Service learning provided a structure in which student participation required some sort of active participation with communities in need and a reflection component on community issues. This study is limited in understanding faculty motivation of teaching social justice in a course without the use of service learning structures and the standardized systems for instruction.

The results from the study and the model are specific to this one institution at which these faculty teach. The institution in this study is a large, public research institution. Faculty motivation as defined at this school may not be applicable to other

types of institutions such as community colleges or private schools. The sample used in this study included only lecturers and tenured faculty in a limited number of schools. Although this study involved over 25% of the population of the faculty at this institution who taught service learning course, the population only included less that 2% of the overall faculty. If this type of service learning practice would start to include a larger percentage of faculty, the study may have to be revisited to ensure some of the characteristics of the current faculty holds true to a larger population.

Although memoing and peer review were used to off set possible researcher bias, it is possible that given my past personal professional role with the agencies at this institution focused on supporting faculty who teach social justice through service learning, that the results could have been impacted by prior perceptions of faculty motivation. That said, appropriate precautions were taken in attempt to minimize researcher bias on the results.

Another possible limitation comes from the reliance on faculty interviews as a main source of data for this study. Although faculty appeared to be honest with responses, and perhaps even modest in their acknowledgement of their own impacts on teaching, interview approaches such as those used for this study, can be impacted by self-presentation impression management. Leary (1995) describes self-presentation impression management as a behavior where individuals become concerned about their public impressions, that they may be guarded and present only a positive self-image through an interview process. In this type of study, the data can include only what the individuals were willing to share. In some sense, one really does not know the true

thoughts of the participants or what their perceptions and emotions really were in their teaching experiences.

Implications

Implications for Practitioners

This study provides a baseline for understanding faculty motivation for teaching social justice lessons. Given the various movements throughout higher education and resources spent to promote this type of learning, understanding faculty motivation for introducing service learning lessons is important in helping this campus proceed with better methods in supporting faculty to do more social justice teaching. The study will be helpful in providing a background from which future studies might be grounded in looking at generalizable factors for motivation in teaching social justice lessons. If there is a desire for further promotion of this type of instruction and the campus's website and speeches from the president suggest, then this study can help administrators understand how to motivate and support faculty to introduce service learning lessons.

For faculty, the findings provide information that may help them gain focus on how to translate desired student learning outcomes to observed student outcomes. The model suggests that views of faculty role are separate from desires for student learning outcomes. Although in the model, these two themes overlap, their bases or origins may not. The combination and degree of these themes will depend and differ from faculty to faculty, but understanding this drive for motivation may help faculty reflect on how their roles as faculty members intersect with their desire for student learning. For some of the faculty who participated in this study, they did seem to lack some focus on how to ensure

students got the lessons they intended. Understanding one's motivation for delivering social justice lessons, and the different sources of the motivation, may help faculty reflect and make changes to ensure that their ultimate goals for student learning are met.

For administrators and policy makers at this institution, the findings provide insight on their faculty motivation to teach social justice outcomes through service learning courses. As mentioned in Chapter Three, the institution's leadership has made comments about a desire to increase the number of service learning courses and increase student learning about social issues. Findings from this study suggest administrators and service learning professionals could focus resources and support mechanisms connecting to faculty perceptions of serving an important role for the university in integrating social justice lessons. From my knowledge of the university's efforts to promote social justice and service learning instruction, there are faculty development communities that support service learning faculty. From experience, these meetings often center on sharing stories and resources on the logistics around community placement for students. According to the findings of this study, perhaps resources at such meetings should be focused on the themes for faculty motivation for social justice teaching through service learning. Faculty development community meetings could focus on allowing faculty to share their experience as perceiving to be the ones on campus who are taking extra efforts to help the university meet its social justice learning goals, and responding to the calls from the university. They could also focus on reflecting on desired learning outcomes and how those are measured. These approaches would appeal to faculty motivation, and likely would be perceived as stronger support by faculty.

Currently the website resources and identification criteria for service learning courses on the campus center in on service learning as an experiential learning experience focused on community service. Findings in this study suggest that faculty and student experiences are more focused on the social justice aspects of the experience. Perhaps a focus on these desired outcomes and roles for the courses and faculty could clarify the actual student experiences in the courses, thus centering the supporting websites and

Suggested Further Scholarly Work

This qualitative study provided an understanding of faculty motivation for social justice instruction at one particular institution. This study was an exploratory study, as no previous research existed that provided an understanding of the faculty members' experiences in teaching social justice through service learning. The need for such research and understanding was due to a lack of information that might guide policy decisions, promotion of the instruction, support for faculty, and to aid the field of research on faculty whom previous research had shown were the pivotal individuals responsible for implementing calls in higher education for more social justice education (O'Grady, 2000; Pasque, 2006; Ward, 2003).

In this study, the institution where the participants taught was noted as having similar structures to other public research universities across the United States. A suggested research study would be to create an instrument that could be used to determine if the findings of this study including core themes or the model have some generalizable components at comparable institutions. If future studies would conclude that the findings in this study are found at other institutions, then a further expansion in

determining generalizable information could be investigated on faculty at other types of institutions such as smaller private liberal arts and/or community colleges. Replication exploratory studies could then be enhanced by using factor analysis to verify generalizable themes or faculty characteristics impacting faculty motivation.

This study was limited in interviewing faculty who had successful experiences with teaching social justice through service learning. Further investigations could include a focus on faculty who had unsuccessful experiences, and thus quit using the methods. This type of investigation could provide insight on faculty motivation in determining what happens to faculty motivation when observed outcomes or circumstances of faculty roles do not result in positive outcomes or reinforcement. In addition, comparison studies could be conducted involving faculty who report teaching social justice lessons without the service learning component, and with faculty who do not teach social justice. This investigation could help better understand the concept found in this study on faculty feeling that they are different from others in their pursuit of teaching social justice lessons.

The importance of this study was to understand faculty motivation because of the increasing movements in higher education to promote social justice education (Pasque, 2006). Treatment studies could be conducted to determine effective practices that might lead to an increase of support for faculty, and an increase in the number of faculty who participate in social justice teaching through service learning. Studies and scholarship on the impact of policy decisions, administrative support, and faculty support may help to

meet the increasing movement to expand this type of instruction and student learning outcomes.

One factor from the findings of this study that warrants further investigation was the impact of emotion on the faculty in their ability to understand and measure student learning. With confirmed factors or themes identified, then treatment studies could be conducted to see if faculty motivation and thus new action in teaching social justice lessons could be increased. In general, expanded research projects aimed at measuring any generalizable concepts across faculty populations, and then treatment practices developed, could help impact campus policies and practice in supporting faculty in introducing social justice lessons in their classrooms.

In the current study, the focus was on faculty motivation. The study did not look at how this motivation impacted actual student learning outcomes. Future studies could be conducted to examine how the various degrees or aspects of faculty motivation impact student learning outcomes. For example, one of the concepts discussed in this chapter was on heroism and its possible negative effects on teaching. Future studies might look at this phenomenon to determine if levels of faculty background and perceptions of desired student learning outcomes may be impacted by faculty heroism.

In summary, this study was meant to provide a baseline on a phenomenon that lacked any previous investigation. Findings resulted in a model for faculty motivation for social justice education through service learning teaching. Faculty motivations were tied to faculty personal background, perceptions of faculty role, desired student outcomes, and reinforced through observed student outcomes. Possible implications for practitioners

and future research were discussed. Overall, this study provides a baseline, and a first research approach in understanding faculty motivation for social justice teaching. Focus on the faculty experience is important as the literature shows that faculty are the key to bringing social justice learning outcome to students. An understanding of faculty motivation and experience in teaching social justice outcomes in service learning courses, provides administrators and policy makers with important information in helping expand and implement the growing trends and movements in having public higher education return to its civic and social justice mission.

APPENDIX A - Research Protocol

Protocol for Faculty Interviews

- **Grand Tour / Opening Question**
  I am interested in exploring the phenomenon of the teaching moments when faculty led discussions around social justice topics in an academic service learning (ASL) course. Much has been written and researched about student learning outcomes on social topics in ASL courses. Research suggest most reflections and classroom discussions are the most critical time when students gain knowledge about social issues through this type of instruction, and that faculty are very pivotal in this learning. But little is known about the instruction experience from the instructor's point of view. What's it like, how do you prepare, what do you expect? How do you handle the discussions? Etc. I am interested in learning more from you about your experiences during these teaching moments.

- **Description Questions**
  - Can you tell me about your course?
  - How long have you been teaching this course? Other ASL courses?
  - Why do you use ASL?
  - How do you structure your lesson(s)?
  - How do you set up the course so that students learn / think about social issues?
  - What are your desired learning outcomes for your students through this ASL experience? What do you expect them to do?
  - May I have a copy of the syllabus / course materials?

- **Structural Questions**
  Can you walk me through the time in the course where you try to get the students to think critically about social issues? How do you do it? What do you ask of them? What do you expect, and why?

- **Contrasting Questions**
  How is this teaching different from other courses where you may not have a social issue as part of the learning discussion?
  What has changed for you personally from the first time you taught this course to today?

- **Other Questions**
  - Can you share your background regarding the social issue your course focuses on?
  - What are your opinions on the topic?
  - What is your history with the topic?
  - Why do you want students to learn about the topic?
  - What is it like for you when you have the students discussing the topic? Are you nervous with the discussion?
  - What do you like about the discussion / learning? What do you not like / fear from it?

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